Saskatchewan
Education

Annual Report
1988-89

Saskatchewan
Education

The eighty-fourth annual report of Saskatchewan Education

for the period from

July 1, 1988 to June 30, 1989

90-03498/

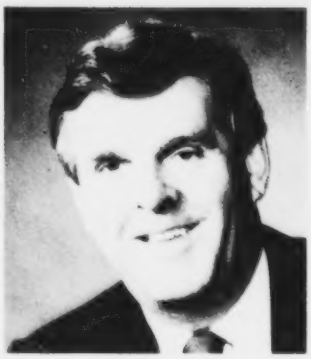
Letters of Transmittal

The Honourable Sylvia Fedoruk
Lieutenant Governor
Province of Saskatchewan

Madam:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1989.

Respectfully submitted,



Ray Meiklejohn
Minister of Education

The Honourable Ray Meiklejohn
Minister
Saskatchewan Education

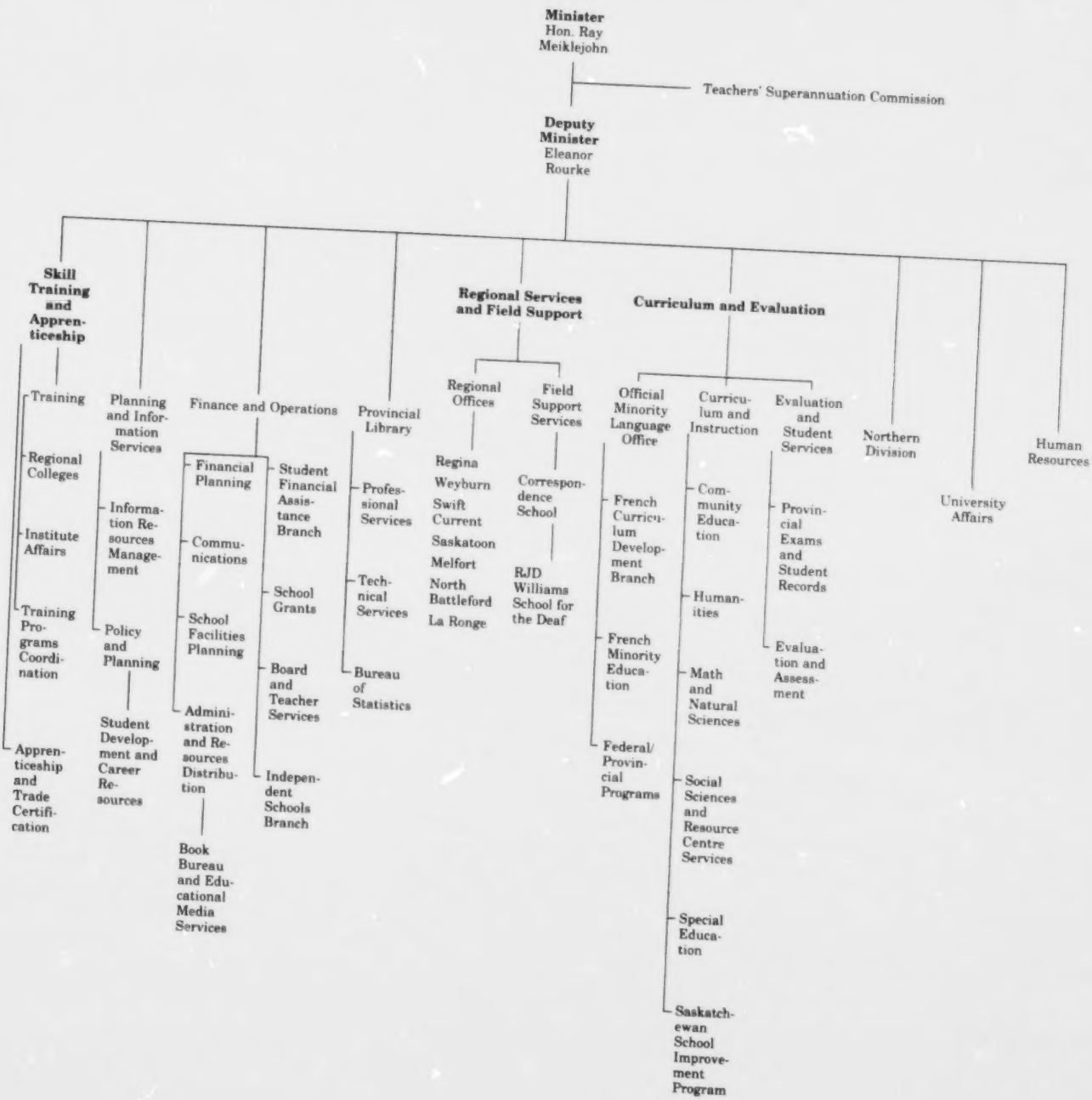
Sir:

I have the honour of submitting the annual report of Saskatchewan Education for the year ending June 30, 1989.

Respectfully submitted,

Eleanor Rourke
Deputy Minister
Saskatchewan Education

Department Organization



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Deputy Minister's Message

Our classrooms mirror the economic and social pressures of the day, so that the role of our schools is no longer as straightforward as in the past. They now routinely face the problems of drugs, alcohol, child abuse, teenage pregnancy, child hunger, and AIDS. New course materials that reflect the growth in what we know of the world jostle for position with traditional subjects in an ever more crowded school day.

Our clientele grows more diverse with each passing year. We must meet the needs of our five-year-olds venturing into kindergarten on the first stage of a great learning adventure. We must also meet the needs of our teenagers by delivering secondary education that can hold their attention in a social milieu fraught with distractions of every description. We must address the requirements of our young university and technical institute students as they prepare for the professions and trades of their choice. And we must also address the ever-growing needs of adult students of all ages, returning in record numbers for retraining, upgrading and adult basic education.

Teachers at all levels of our school system cannot be expected to cope with these changes alone. Our educators need the help of government, parents, employers, the work force, and social agencies to ensure that students have the opportunity to learn and can do so in an environment conducive to learning. One measure of Saskatchewan Education's success as we approach the 1990s will be the degree to which we constructively involve groups such as these in the process of teaching and learning.

Although significant progress was made towards this end during the 1988-89 reporting year, the goal will not be easily reached. It was sufficient at one time to point to growing primary and secondary enrolments as justification for public support of education. Demographics and other variables have since intervened. While the value of education remains beyond question, its claim as a public priority is not as secure as it once was.

On the surface, it would appear that education is now prized more than ever. Thirty years ago less than 50% of school-aged children stayed in school until grade 12. Today the figure is almost 80%.

However, the number of adults with children in school is declining steadily. Within the next twenty years the average citizen will neither be of school age nor have children of school age.

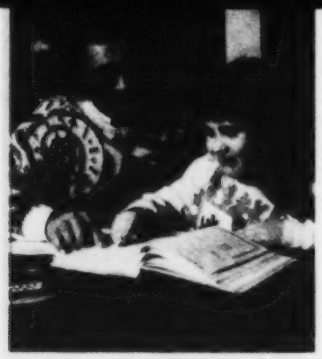
This represents a demographic change of major proportion. "Student power" of the 1960s may well give way to "grey power" in the 1990s and beyond. Therefore, there is potential for public interest to be diverted from education priorities to issues such as health care and pensions.

The quality of what we offer our primary and secondary students is now more important than ever. It must inform and stimulate. It must be demonstrably current, relevant and effective so that the Saskatchewan public will continue to be strong supporters of education.

But there is also an inversion at work against this trend of less interest in education as we move into the information age. The anticipated decline in post-secondary enrolment that was expected to accompany passage of the "baby-boomers" through the system has not occurred. On the contrary, post-secondary enrolment has seen dramatic increases.

As recently as 1960, only one in every ten Canadian youth aged 18 to 24 enrolled in post-secondary education of some form. By 1985 this ratio was one in every four. Over that same time period, full-time enrolment in Canadian universities and other post-secondary institutions more than quadrupled.

In addition, although the number of parents with children in school has declined it can also be demonstrated that the number of children with parents in school is rising rapidly. Adult students of all ages have returned to the halls of learning in record numbers. They come for retraining, upgrading,



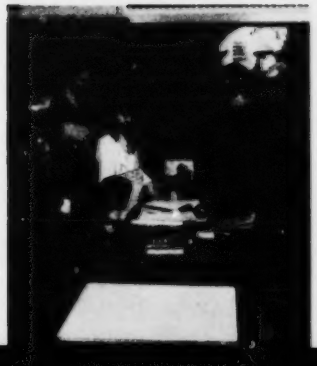
literacy instruction, and other forms of lifelong learning that a knowledge-based economy now makes mandatory.

The consequences for Saskatchewan Education are far reaching. Primary and secondary enrolment remains relatively constant, although a far greater proportion of school-aged children now complete grade 12.

Post-secondary enrolment remains strong, long past its projected decline. Our clientele continues to grow as it did twenty and thirty years ago, but their age profile and their needs have changed dramatically.

Our challenge for the 1990s is to adapt to these changing needs. We must do so in a way that involves all of the partners in Saskatchewan's school system — all one million of them — in an active, constructive way.

Eleanor Rourke



The Year at a Glance

July, 1988

- New Summer Centre for International Languages at the University of Regina commences its first year of operation.
- Premier Grant Devine announces first winner of Queen Elizabeth II Scholarship in Parliamentary Studies.

August, 1988

- Handbook is published to help teachers incorporate the common essential learnings into their teaching.

September, 1988

- Government of Saskatchewan enters into a three-year, $2.5 million agreement with IBM Canada Ltd. that introduces computer-assisted literacy training to Saskatchewan.
- Steps are taken to improve library services in northern Saskatchewan by transferring library materials to La Ronge from Regina, bringing them closer to the people who use them, and preparing for the establishment of a northern library board.

October, 1988

- Task Force report is released recommending major improvements in public library services for the disabled.
- $1 million is committed over the next three years to help teach Saskatchewan students about the importance of agriculture.

November, 1988

- First-ever Saskatchewan Apprenticeship Conference brings together representatives from the province's 32 designated trades, industry spokesmen, educators and government personnel to examine future trends and their impact on tradesmen.
- Sod-turning ceremony is held for the new $92 million College of Agriculture Building at the University of Saskatchewan, scheduled for completion in 1991.

December, 1988

- $5.6 million is provided to College Mathieu in Gravelbourg to assist in reconstructing college facilities damaged by the May, 1988 fire.
- $195,000 in student awards is provided to winners of the 1988 Saskatchewan Scholar Awards and Achievement Awards.

January, 1989

- Saskatchewan's first centre for computer-based literacy instruction is officially opened at Scott Collegiate in Regina.
- Province of Saskatchewan enters into an agreement with the Chinese province of Jilin to twin White City Elementary School with the Second Experimental School in Jilin.
- Over 300 delegates attend the first-ever Learning and Leadership Conference in Saskatoon, a conference focusing on the status of girls and women within kindergarten to grade 12 and post-secondary education.
- A new Private Schools Branch is established within Saskatchewan Education to develop regulations in this area.

February, 1989

- Establishment of a committee to examine and recommend a form of management for francophone schools is announced.

March, 1989

- Planning guide for parents, teachers and students wanting to hold alcohol and drug-free graduations is released.
- *Evaluation in Education Report* is released, outlining a comprehensive strategy for more accurately monitoring the effectiveness of kindergarten to grade 12 education.
- *Report of the Task Force on Education for the Deaf* is released, providing recommendations on how best to meet the learning needs of the hearing impaired.

April, 1989

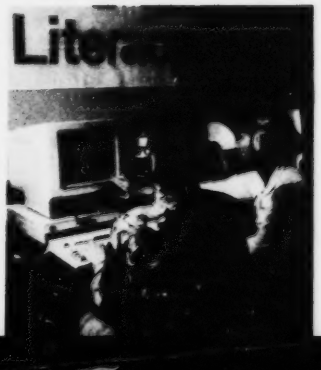
- Funds are provided to Northlands Career College for a new facility at the college's La Ronge campus, a facility that will bring all La Ronge programs and staff under one roof.
- Funds are provided to Luther College for a major addition to the college facilities, including a new head office for the Summer Centre for International Languages.

May, 1989

- More than 1,200 delegates from all provinces attend the 1989 Association of Canadian Community Colleges Conference in Regina, the first time this national conference has ever been held in Saskatchewan.

June, 1989

- *Task Force on Northern Education* completes its *Interim Report*, summarizing concerns expressed at meetings throughout the north and in written briefs.
- Saskatchewan Education establishes a new Field Support Services Division to work more closely with local school divisions in carrying out department programs.



Primary and Secondary Education

Saskatchewan Education is responsible for developing courses of study for use in Saskatchewan's kindergarten to grade 12 schools. The department also provides a variety of support services to assist in implementing and maintaining curricula, and evaluates the effectiveness of kindergarten to grade 12 programs of instruction.

Highlights

- Implementation of the new core curriculum began, the first major change to core curriculum since 1963.
- Saskatoon played host to the second national Agriculture in the Classroom Conference. Over 2,000 delegates from across Canada and around North America attended.
- Work began on the Saskatchewan Resource Series, a joint project with industry to educate students on the importance of natural resources to Saskatchewan. The project will enhance the science curriculum currently in place at the grade 8 level.
- *The Evaluation in Education Report* was completed, outlining a comprehensive strategy for evaluation, monitoring and accountability in Saskatchewan schools.
- A new Heritage Languages Unit was established within the Social Sciences Branch.
- Saskatchewan Education's Evaluation Division was expanded to accommodate the new emphasis on accurately evaluating students, staff and course content.

Curriculum Development

Core Curriculum

Implementation of Saskatchewan Education's new core curriculum began in September, 1988. At that time the seven required areas of study and the common essential learnings became the basis of the school program. Also, students who entered grade 10 in September, 1988 or later now require 24 credits to graduate from high school.

New courses of study are being implemented as they are developed and made available by Saskatchewan Education.

The common essential learnings are being incorporated into curriculum guides in each of the new courses making up the required areas of study.

During the reporting year, emphasis was given to helping teachers become familiar with the meaning and intent of the common essential learnings. A school-based inservice program was developed and made available to teachers throughout the province beginning in fall, 1988. This included a handbook and accompanying videotape to help teachers incorporate the common essential learnings into their courses of instruction. Response to the inservice program was extremely positive.

In addition, the department hosted two symposia in the spring of 1989 to further assess means for implementing the common essential learnings. Teachers, university personnel, school trustees and other school administrators from around the province attended the sessions. Future inservice programs will be developed, based on the feedback received.

An important feature of core curriculum is an adaptive dimension that allows teachers to tailor instruction to the special needs of individual students. A preliminary framework for the adaptive dimension was prepared during the year, and comments of educators were received at the spring symposia. Guidelines for the adaptive dimension will be prepared in the coming year.

Ongoing consultation with educators and administrators is a key feature of the implementation plan. Towards this end, advisory committees in all of the required areas of study have been established to provide advice on course development. In addition, an Educational Policies Committee is in place to provide advice on the development and implementation of the new core curriculum. All major educational organizations are represented on the Committee.

Humanities

Arts Education

The kindergarten to grade 5 arts education curriculum was completed and piloting of the course began in January, 1989. Inservice sessions were held to provide guidance on implementation and gather feedback on revisions prior to province-wide implementation. Revisions will be completed during the coming year. Province-wide implementation is scheduled for September, 1990.

Work began on an inservice slide/tape presentation on arts education. This program will be used for inservice sessions with teachers in the 1989-90 school year.

The grade 9 arts education program will be developed for piloting in September, 1990.

English Language Arts

The policy framework along with the scope and sequence guidelines for grades 1 to 12 English language arts were finalized.

Grades 1 to 3 curriculum was completed, and piloting will begin in September, 1989.

Preparation of the grades 4 and 5 course continued. It is scheduled for piloting in January, 1990.

Kindergarten

A kindergarten Curriculum Advisory Committee was established and held its first meeting during the reporting year.

At present curriculum guides begin at the grade 1 level. Advisory Committees in each of the subject areas have investigated the kindergarten objectives for their area and developed recommendations for the kindergarten year. In time, these will be integrated into one curriculum guide for use by kindergarten teachers.

In the 1989-90 school year, a needs assessment for kindergarten curriculum revision will be undertaken.

Social Sciences

Social Studies

Objectives for social studies curriculum development are closely tied to the Core Curriculum Pilot Schedule and the recommendations of the 1983 *Social Sciences Reference Committee Report*.

In keeping with these goals, grades 7 and 8 courses were implemented. Pilot editions of curricula were prepared for grades 6 and 9 social studies and grade 10 history and social studies. Pilot activity guides were written as support materials for grades 6 and 9 social studies. Planning for grades 4 and 5 social studies along with grade 11 history and social studies was carried out.

Heritage Languages

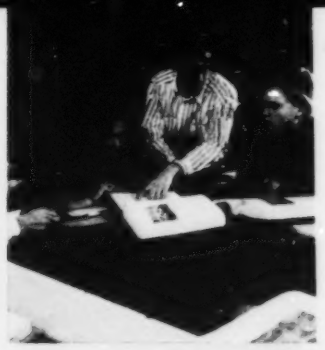
Overview

Saskatchewan Education designs and delivers German and Ukrainian language programs. Consultative services are also provided for program planning, along with inservice sessions for school divisions and community groups.

Both core and bilingual programs are offered. Core programs are those in which the heritage language is taught as a subject. Bilingual programs are those in which the heritage language is used as the medium of instruction for a maximum of 50% of the school day.

The Minister's interim response to the recommendations of the 1986 *Advisory Committee on Heritage Languages (ACOHL) Report* will serve as the basis for policy development in heritage languages. This document has been widely distributed, and responses from heritage language groups are now being received by the Minister. A final policy statement will be forthcoming during 1989-90.

In keeping with the ACOHL recommendations, a Heritage Languages Unit was established within the Social Sciences branch during the reporting year and a full-time consultant hired. A Heritage Languages Liaison/Reference Committee is being established to help guide policy development.



German

Grades 1 to 6 curriculum guides are in the initial development stage while grades 7 to 12 guides are being finalized. Work is progressing on a resource/ bibliography service document. All curriculum work is done within the framework of the five-year proposal for German language development.

German 10, 20 and 30 are now available through the Correpondence School.

Ukrainian

The Ukrainian-English Bilingual Program now serves kindergarten to grade 9. A curriculum guide for kindergarten to grade 3 is being printed, while the grades 4 to 6 preliminary draft is being field tested.

Grades 7, 8 and 9 curriculum is in the revision stage. The grade 7 and 8 course is in the writing stage and two subject areas have been developed for grade 9.

Core Ukrainian is in place for kindergarten to grade 12. The Ukrainian 10, 20 and 30 courses are at the final document stage and are now available through the Correspondence School.

Mathematics, Science and Practical and Applied Arts

Mathematics

The Mathematics Curriculum Advisory Committee met four times. An in-house Program Team was formed.

A major background paper entitled Charting the Course is nearing completion. The paper will provide a framework for curriculum development over the long term.

Science

Curriculum for kindergarten to grade 5 science was prepared for piloting.

More than 100 teachers at 24 sites around the province piloted the course from October, 1988 to May, 1989. Other teachers were involved at locations where a science consultant was available. Four days of inservice training were provided to introduce the course. Two major resource series have been evaluated to support the new curriculum, and additional resources are being identified. Revisions to the curriculum will be made, based on the feedback received from teachers. Piloting will continue in fall, 1989.

The grade 10 science curriculum draft was completed in December, 1988 and piloted in over 30 classrooms during the first half of 1989. Three days of inservice were provided to support introduction of the course. Major revisions to the curriculum were completed in June, 1989 based on the feedback provided by teachers. Further piloting will be conducted in fall, 1989.

The Curriculum Advisory Committee met four times. In addition, two major articulation meetings were held in spring, 1989 bringing together university professors, high school teachers and department officials to review the science education framework. Participants also provided input on senior science reformulation.

Saskatchewan Resource Series

The Saskatchewan Resource Series is being developed in conjunction with industry to inform students on the importance of major natural resources to the province. The series consists of videos and related print material on the significance of key resources such as petroleum, potash, agriculture, uranium, and forestry. It is being used to enhance the current science curriculum at the grade 8 level.

The first instructional kit in the series deals with petroleum. It was completed during the year and distributed to schools in March, 1989. Initial reaction to the first kit and to the series as a whole has been favourable.

Agriculture in the Classroom Project

In October, 1988 Saskatchewan hosted the second national Agriculture in the Classroom (AITC) Conference in Saskatoon. Over 2,000 delegates from

across Canada and around North America attended. The purpose of the conference was to focus attention on the need for more agriculture education programs in North American classrooms.

At the conference, it was announced that the Government of Saskatchewan will spend approximately $1 million over the next three years to help teach Saskatchewan children about agriculture. The objectives are to give students a solid grounding in issues such as world hunger and environmental degradation, and also encourage them to pursue careers in agriculture.

To further these objectives, Saskatchewan Education hired a consultant to help integrate agricultural content into school curricula. A Reference Committee was also established during the reporting year. The committee consists of representatives from major provincial agricultural and educational organizations. It will help to identify agricultural topics and themes to be integrated into existing and developing curricula.

In addition, a kit on agriculture is being prepared as part of the Saskatchewan Resource Series, and instructional material on soil conservation is being developed in conjunction with the Prairie Farm Rehabilitation Administration.

Computer Education

The Computers in Education Advisory Committee reformulated policy with respect to computer applications and computer science. A new statement of direction will be issued.

Suitable software programs are being identified for use in the required areas of study. A starter's kit is also being developed. There was ongoing involvement in special projects such as the development of the Saskatchewan Communications Advanced Network (SCAN), and technology for use by special education students.

Business Education

The Business Education Advisory Committee assisted with defining the aim, goals, concepts and framework components for business education. During the coming year field reaction will be sought and course development will begin.

The *Work Experience Education Guidelines* were released in March, 1989. The guidelines were based on the work of an advisory committee along with consultants and tempered by field reaction.

Cosmetology and Commercial Cooking

Progress was made on curriculum guides in the technical education area. Completion is slated for 1990.

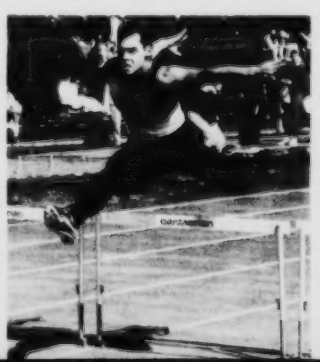
Health and Physical Education

Health

Full implementation of a new program of study for grades 7, 8 and 9 continued in all of the province's schools. The new health action model was improved by further development of optional parts of the family life unit along with additional inservice training. Inservice workshops were also held on preferred instructional strategies for teachers. Development of the teacher handbook continued, as did evaluation of instructional resources.

A unit on Acquired Immune Deficiency Syndrome (AIDS) education was developed for both Division III and Division IV, and implemented in the schools. In general, these have been well received.

The Saskatchewan Education policy which makes the teaching of controversial issues in health an option to be determined at the local level has also worked well. The policy specifies that potentially controversial teaching units can only be implemented after parent information meetings have been held. There is also a provision whereby students can opt out of the courses if their parents so request.



Physical Education

The Physical Education Advisory Committee met several times during the

year to review and provide advice on policy proposals and curriculum development.

A background paper on the teaching of kindergarten to grade 12 physical education was completed during the year. The paper identifies the required learnings in physical education and suggests appropriate strategies for development of curriculum and for instruction. It will be the subject of widespread consultation in fall, 1989. Once this input has been obtained, policy will be further refined by the advisory committee as a prelude to development of scope and sequence guidelines for all grade levels.

Support to Curriculum Processes

School Libraries

Inservice training was provided to school administrators throughout Saskatchewan to help them plan for better library programs. Ten one-day workshops were held to assist administrators, principals and teacher-librarians develop more effective resource-based learning programs.

There is ongoing liaison between Saskatchewan Education and local school divisions. The main objective is to impress upon the school divisions that successful implementation of the new core curriculum depends in part on upgrading and making full use of school libraries.

To further this end, Saskatchewan Education began a joint project with the Saskatchewan School Library Association. Under the project, field consultants will be trained to provide inservice training to schools on resource-based teaching strategies. Delivery of training at the school level will commence in the fall of 1989.

Locally Developed Courses

The needs of certain students cannot be adequately met through provincially developed courses. When this occurs, special courses may be developed at the local level as part of the locally determined options portion of the school program. These courses require provincial approval if students are to receive credit for them.

Saskatchewan Education assists individual schools by reviewing locally developed courses and either approving them or suggesting modifications to bring them in line with provincial standards. Currently, over 100 locally developed courses are approved for credit.

Work began on a policies and procedures manual for locally developed course approvals during the year. The manual along with inservice training for administrators will enable better management of application procedures, evaluation and registration.

Resource Centre

Saskatchewan Education's Resource Centre provides research and reference support to department staff, directors and superintendents of education. These services are also provided to the general public through the inter-library loan system.

The Resource Centre also handles production and distribution of large print and braille books, along with audiotapes, to visually impaired students in Saskatchewan schools.

In 1988-89 the Resource Centre:

- handled 2,411 requests for information, including computer searches;
- processed 10,173 requests for professional materials and 832 requests for special materials;
- processed 1,770 inter-library loan requests;
- catalogued 1,023 professional titles and 140 special materials; and,
- produced 97 large print books.

Materials Evaluation and Production Planning

Saskatchewan Education evaluates textbooks, films, videotapes, computer courseware and other instructional materials to ensure their suitability for use in provincial schools. Evaluations are done by the department in conjunction with 375 volunteer teachers, principals and school administrators who assist in field testing.

Priority areas in 1988-89 were grades 1 to 5 arts education, grades 1 to 5 and grade 10 science, grades 6 and 9 social studies, grades 7 to 12 English language arts, work experience, and selection aids for school libraries.

During 1988-89 a total of 157 textbooks were reviewed and 25 were authorized for use in Saskatchewan schools. Evaluations were completed on 1,258 books, filmstrip kits and computer courseware kits along with 42 sixteen millimetre films and 350 videotapes. Production continued on a sound-filmstrip kit to support a grade 9 social studies course. Completion is scheduled for fall, 1989.

Program Implementation

Overview

A network of regional curriculum coordinators is in place to coordinate teacher inservice education activities for new or revised provincial curricula. The coordinators also support inservice education projects initiated by directors, superintendents and professional development committees. The services of consultants and practising teachers are used by the coordinators to further their activities.

Teachers with certain areas of expertise are seconded from boards of education for short periods of time and trained as workshop leaders. They are then available for regional and inter-regional inservice education activities.

Leadership training, implementation of new programs and pilot projects make up the majority of inservice activities.

Leadership Training

Social Studies

Thirty-nine teachers attended a two day provincial workshop followed by a regional planning session. They then conducted school-based, two day workshops for teachers who would be offering the new grade 7 social studies course.

AIDS

Twenty-two teachers from Region 3 attended a one day training workshop on the grades 7, 8 and 9 AIDS instructional package. This enabled them to assist with implementation within their own school divisions.

Implementation of New Programs

AIDS

An instructional plan for AIDS education that can be included in the grades 7, 8 and 9 health program was jointly developed by Saskatchewan Education and Saskatchewan Health. Seventeen workshops were held throughout the province to provide teachers with up-to-date information on AIDS, familiarize them with the instructional plan and acquaint them with the necessary resource materials. A total of 455 participants attended the workshops.

A series of lessons on AIDS is presently being piloted at the high school level. These focus on AIDS information, assertiveness skills and communication.

Core French

Twenty-eight workshops in Core French were held to meet the needs of teachers at all grade levels. More than 750 teachers attended.

This program area continues to grow at a well above average rate. A growing number of school divisions now offer the program. The increase is particularly pronounced at the elementary grade levels.

Health

Grades 7, 8 and 9 health completed the third year of a three-year implementation phase in 1988-89. Twenty-

one inservice workshops were held, attended by 422 participants.

Social Studies

The new grade 7 social studies curriculum was introduced to teachers in fall, 1988. A total of 777 participants attended 34 workshops held throughout the province to introduce the new course.

Ninety-eight participants attended seven inservice workshops held in the regions on grade 8 social studies. This marked the second year of implementation for the grade 8 course.

Learning Resource Centres

Ten workshops were held to help administrators and school librarians learn more about the contribution resource centres can make to the learning process. Three hundred and sixty-seven participants attended. The workshops also offered guidance on implementation of the provisions and objectives in *Resource-Based Learning: Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centres.*

Hutterite Workshop

A special workshop was held for teachers of Hutterite children to introduce them to the new grades 7, 8 and 9 health curriculum. Ten participants attended.

Indian/Metis

Twenty-three workshops were held as part of the pilot phase of the Kindergarten to grade 12 Indian/Metis inservice package. Four hundred and eighty participants attended.

Pilot Projects

AIDS

Twenty-five teachers piloted the grades 10, 11 and 12 course. Inservice training was provided on a regional basis.

Arts Education

Kindergarten to grade 5 arts education continued its second year of piloting. One hundred and seven teachers attended five days of inservice sessions to provide curriculum writers with feedback on the four components of dance, drama, music and visual art.

Native Studies

Native Studies 10 continued its third and final year of piloting. Ten teachers attended two days of inservice workshops to provide feedback to developers on the curriculum guide and materials package.

Piloting of Native Studies 20 commenced in fall, 1988. Eleven teachers received training on use of the curriculum guide and materials package.

Science

Piloting of kindergarten to grade 5 science began during the year. Four workshops were held in four different locations. One hundred and seventy-two teachers took part in two days of inservice workshops to provide input to course developers on the textbook series and curriculum documents.

In January, 1989 thirty-two teachers attended two days of inservice workshops on the grade 10 science course. Piloting of the course began in February.

Evaluation

Overview

The *Final Report of the Advisory Committee on Evaluation and Monitoring* was released in March, 1989. This report outlines a comprehensive strategy for evaluation, monitoring and accountability in Saskatchewan schools.

The report was prepared by a 17-member committee established in 1987 to examine and recommend improvements to all facets of evaluation in education. Such a review was recommended in the 1985 *Directions Report on Curriculum and Instruction.*

All of the major partners in Saskatchewan's school system were represented on the committee. Some of the major groups included the Saskatchewan School Trustees Association, the Saskatchewan Teachers'

Federation, the League of Educational Administrators, Directors and Superintendents, and the two universities.

The committee's report provides 19 recommendations for improving the accuracy with which the effectiveness of the kindergarten to grade 12 curriculum is measured. It provides a framework for more precisely assessing students, staff and course content.

The report along with an implementation plan was distributed to educators and school officials for further review and discussion in spring, 1989. Approximately 1,000 teachers, administrators and trustees attended eight regional meetings held to obtain further input. Feedback from these sessions will be used over the coming year in determining how best to implement the report's recommendations.

Major Recommendations

While all of the report's nineteen recommendations will be pursued over time, five have been designated as priorities for 1989-90:

- introduction of an ongoing professional development plan for teachers to improve student evaluation;
- development of a curriculum assessment model to monitor the effectiveness of the new core curriculum;
- a review of both the provincial examination and accreditation process;
- development of a set of indicators to provide schools, school divisions and Saskatchewan Education with a more accurate reading of the school system's effectiveness; and,
- provision of support to help school divisions improve student, teacher and program evaluation at the local level.

Student Record System

The ability to evaluate, to measure effectiveness, begins with the availability of reliable data. In the case of the school system this means student records — comprehensive transcripts that can be used to gauge student performance in a meaningful way.

During the year specifications were developed for a new student record system to better meet Saskatchewan Education's more comprehensive needs. Key features of the new system include the ability to produce accurate transcripts, improve the delivery of information, assess curricula, and analyze data on school system effectiveness.

The new system will be operational by June, 1990. It is expected to meet Saskatchewan Education's evaluation needs for the next 10-15 years.

Program Evaluation

Evaluating the effectiveness of education programs must be an integral part of school planning and decision-making at the local level.

The School Based Program Evaluation Project is designed to further this process. It is intended to assist educators in planning, conducting and reporting program evaluations at the school and classroom level. Saskatchewan Education provides inservice training along with a handbook to all participating schools.

The project was expanded to include 17 new sites during the reporting year, bringing the total number of schools now involved to 27.

University Education

Saskatchewan Education works with officials and educators in the university sector to promote high quality post-secondary education. The department develops policy, establishes fiscal priorities, administers the university capital and operating grants programs, and maintains ongoing liaison with the university community.

Highlights

- Both universities completed a review of their mandate. The conclusions and recommendations produced by this review will help the universities define their roles and responsibilities throughout the 1990s.
- Work began on the new $92 million College of Agriculture Building at the University of Saskatchewan. Upon completion in 1991, it will offer the most modern agriculture teaching and research facilities in the country.
- The new Summer Centre for International Languages (SCIL) completed its first year of operation at Luther College, offering instruction in Japanese, Mandarin Chinese, Arabic, Russian, Hindi and Spanish. Construction of additional facilities for the SCIL program will begin in the coming year.
- Planning continued for the new Language Training Institute (LTI) at the University of Regina, and construction is expected to commence in the coming year. In time, LTI should become a centre of excellence in language studies for all of Western Canada.
- A special University and Institute Enhancement Fund was provided in addition to regular operating grants. The fund is being used to maintain top quality programs in the arts and sciences, professional fields and skill training.
- Work began on developing a wide range of first and second year arts and science programs to be delivered by way of satellite technology to communities in rural and northern Saskatchewan.

Overview

Saskatchewan's two universities offer a full range of post-secondary academic programs. The University of Regina in Regina and the University of Saskatchewan in Saskatoon together serve more than 21,000 full-time equivalent students annually.

Saskatchewan also has four federated colleges and seven affiliated colleges which meet a variety of post-secondary education needs. These institutions operate independently from the two universities. However, the federated colleges are academically integrated with the universities and offer full-credit classes, primarily in the arts and sciences. The affiliated colleges concentrate on religious instruction, but also offer a limited number of university credit classes.

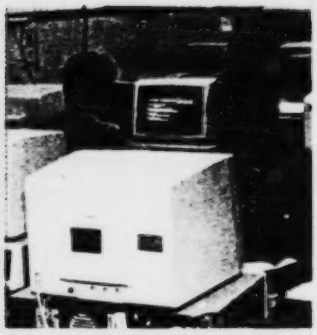
Enrolment

There were 21,710 full-time equivalent students enrolled in degree programs at Saskatchewan's universities in 1988-89, a slight increase from the previous year and a 35% increase from 1981-82. The full-time equivalent figure includes full-time and part-time on-campus students as well as off-campus students during the regular sessions. A growing number of students are also enrolled in intersession and summer classes as well as non-credit courses.

Funding

Operating grants to the two universities totalled $149,360,000 in 1988-89. A further $23,988,000 in capital grants was provided, bringing total university funding to $173,348,000.

In addition, the federated and affiliated colleges received $5,365,825 in operating grants for 1988-89.



University Renewal and Development Fund

The University Renewal and Development Fund (URDF) was established in 1985. Its purpose is to provide a stable, long-term source of funding for capital upgrading and development at the two universities.

URDF represents a firm commitment on the part of the Government of Saskatchewan to the university community. It encourages the universities to incorporate long-range planning in their efforts to meet the growing, ever-changing demand for post-secondary education.

1988-89 URDF Projects

Some of the projects approved for funding in 1988-89 include:

- College of Agriculture Building, University of Saskatchewan: $10.6 million was approved for this new building, scheduled for completion in 1991.
- New Utility Tunnels, University of Regina: $4.93 million was approved to replace the existing tunnels. Completion is scheduled for 1990.
- Addition to Luther College, University of Regina: $1.5 million was approved to provide an administrative area for the Summer Centre for International Languages, along with additional classroom and library space. Completion is scheduled for 1990-91.

Skill Training

Saskatchewan Education attempts to ensure quality training for Saskatchewan's apprentices and tradesmen through administration of the apprenticeship and trade certification program. The department also coordinates all provincial training activity.

State of the art skill training is available through campuses of the Saskatchewan Institute of Applied Science and Technology (SIAST). Saskatchewan Education works with SIAST to ensure the effective delivery of skill training programs.

Highlights

- The first-ever Saskatchewan Apprenticeship Conference was held in Saskatoon. The conference brought together representatives from Saskatchewan's 32 designated trades, industry spokesmen, educators and government personnel to examine future trends and their impact on tradesmen.
- A new Apprenticeship Equity Plan Steering Committee was established. The committee is responsible for designing and monitoring a plan to increase the participation of women, natives and the disabled in Saskatchewan's apprenticeship training program.
- SIAST served as the host agency for the 1989 Association of Canadian Community Colleges Conference, the first time this national conference has been held in Saskatchewan.
- A new Private Vocational School Advisory Committee was established. The committee will provide advice to the Minister on matters such as legislation and regulations, policy development, and training needs.

Saskatchewan Institute of Applied Science and Technology

Overview

The Saskatchewan Institute of Applied Science and Technology (SIAST) came into being on January 1, 1988 with passage of *The Institute Act*.

The institute is the major vehicle for delivering skill training programs in Saskatchewan. Through its campuses in Regina, Saskatoon, Prince Albert and Moose Jaw, SIAST offers a full complement of skill training courses along with adult basic education and some university credit courses. There were 9,158 full-time students along with 37,064 part-time and extension students registered in SIAST courses in 1988-89.

SIAST operates independently from government, reporting to a board of directors. Saskatchewan Education's role is primarily consultative. The department works with SIAST to ensure effective implementation of provincial skill training programs, and administers the provisions of *The Institute Act*.

The department also performs a liaison role by coordinating all international skill training and other post-secondary activities, with particular attention to implementation of scholar exchanges with the Peoples' Republic of China.

Board of Directors

The SIAST Board of Directors is responsible for managing the overall operation of the institute including programs, budget and personnel.

The members are Ian Boire (Regina), Elizabeth Crosthwaite (Regina), Robert Wilson (Saskatoon), Bonnie Daunt (Yorkton), Ed Douglas (McTaggart), Dennis Fisher (Saskatoon), Les Hulicsko (Regina), Ken Arner (Prince Albert), Jack Matheson (Prince Albert), Joanne Phillips (Moose Jaw), Erhard Poggemiller (Luseland), Dawn Radford (Regina),

Darlene Ryan (Saskatoon), Eva Lee (Saskatoon), Steve Small (Gull Lake) and Francis Underwood (Sandy Bay). Merv Houghton of Saskatoon serves as chairman of the board.

Programs

In conjunction with Saskatchewan's regional colleges and the universities, SIAST provides skill training and other forms of adult education in all corners of the province.

The institute offers:

- certificate, diploma and credit courses in sciences, trades and technology programs;
- apprenticeship training;
- custom-developed programs for industry;
- career counselling;
- adult basic education;
- brokered university credit programs (in Moose Jaw and Prince Albert); and,
- expanded alumni services, including retraining and upgrading.

Further information on institute programs and activities is contained in the 1988-89 SIAST Annual Report. A copy may be obtained by contacting:

SIAST Corporate Office
2nd Floor,
1870 Albert Street
Regina, Saskatchewan
S4P 3E1

or

SIAST
15 Innovation Blvd.
Innovation Place
Saskatoon, Saskatchewan
S7K 2H6

Highlights

During the year, Saskatchewan Education prepared and administered the Third Plan of Action between Jilin Province in the Peoples' Republic of China and the Province of Saskatchewan. An information package on Saskatchewan's capabilities in the areas of distance education, technology training and literacy was prepared and used as a basis for discussions with education officials in Jilin and with state officials in Beijing.

A strategic plan to promote SIAST Cooperative Education programming was also prepared and implemented. The plan achieved considerable success. Student placements resulting from training-related work terms more than doubled during the reporting year.

Other activities included assisting the Minister's Advisory Committee on Nursing Education with preparation of a report on the proposed requirement of a bachelor's degree for entry into nursing practice by the year 2000, and assisting SIAST to plan and host the May, 1989 Conference of the Association of Canadian Community Colleges in Regina.

Apprenticeship and Trade Certification

Saskatchewan Education is responsible for ensuring that Saskatchewan's apprentices and tradesmen are equipped with the necessary skills and knowledge to function effectively in the workplace. To further this end, the department:

- develops, administers and promotes the apprenticeship and trade certification program;
- participates in the development and implementation of the Interprovincial Standards "Red Seal" Program;
- develops and administers the provincial tradesman upgrading program;
- assists the Apprenticeable Trades Coordinating Group in administering the journeyman updating programs; and,
- fulfills the province's responsibilities relating to the industrial training programs funded under the Canadian Jobs Strategy.

Trades 2000 Conference

Saskatchewan's first multi-trade apprenticeship conference was held in November, 1988 in Saskatoon. The Trades 2000 Conference brought together representatives from the province's 32 designated trades, several provincial governments, the federal

government and SIAST to examine future trends and their impact on tradesmen.

The conference examined what skills will be in demand in the 21st century and how apprenticeship training will have to adapt to remain current, flexible and responsive. Some of the topics addressed included quality of training programs, funding, accessibility/ mobility, and alternate methods of training.

Feedback from conference participants was positive, reaffirming the need for continued collaboration on program development and implementation.

Funding For Technical Training

The Government of Canada provided the same level of funding for aprenticeship technical training in 1988-89 as in the previous year. The $4.36 million contribution represents the major portion of the training dollars.

Apprenticeship Program Equity Plan Steering Committee

A Saskatchewan Apprenticeship Program Equity Plan Steering Committee was established in September, 1988.

The committee is responsible for designing and monitoring a plan to increase the participation of women, natives and the disabled in Saskatchewan's apprenticeable trades. Its purpose is to encourage trades as a viable occupation for those groups and to ensure that apprenticeship training is accessible to all those who are interested.

The twelve-member committee includes representatives from employers, employees, target group representatives, SIAST, and the provincial and federal governments.

The committee met several times during the reporting year. An initial draft of the proposed Saskatchewan Apprenticeship Program Equity Plan is scheduled for completion in fall, 1989.

Apprenticeship Exchange Program

During the year, the Western Canada Alliance of Apprenticeship Board Chairmen agreed to work together on offering interprovincial training. Specifically, assistance is now provided to employers and employees who wish to participate in an apprenticeship program for a trade not designated in their respective province.

A number of Saskatchewan residents were sent to British Columbia, Alberta and Manitoba to learn trades such as electrical rewind mechanic, water well driller, cabinet maker, transport refrigeration mechanic, sawfiler and aircraft mechanic. Previously, Saskatchewan employees in these occupations had no opportunity to participate in a formal apprenticeship.

Saskatchewan also provided technical training to industrial instrument mechanics from Manitoba at the Palliser Campus of SIAST. Such training is not available in Manitoba.

Similar exchanges took place between the other western provinces, and will continue during the coming year.

Canadian Automotive Repair and Service (CARS) Council

Saskatchewan's representative on the Interprovincial Standards Program Coordinating "Red Seal" Committee was one of three members nominated to sit on the Standards and Curriculum Committee of CARS.

The mandate of the Standards and Curriculum Committee is to:

- examine the need for establishing a national standard of entry into the automobile trades apprenticeship programs;

- develop national standards in curriculum, certification and qualifications; and,
- recommend ways and means of updating and revising standards on an ongoing basis.

To fulfill its mandate, the committee has undertaken development of a national occupational analysis for the automotive service technician trade. This analysis will provide the framework for establishing and maintaining national standards in automobile trades apprenticeship programs.

Journeymen Updating and Tradesmen Upgrading

Saskatchewan Education provides opportunities for tradesmen and journeymen to upgrade and update their skills.

Such training helps tradesmen and journeymen to maintain their competitive edge in the workplace. In 1988-89 it helped many of them to obtain employment at such places as the Shand Power Station and other locations throughout the province. Training was provided for carpenters, welders and cement finishers in centres such as Estevan, Weyburn and Carlyle.

The Apprenticeable Trades Coordinating Group Inc. (ATCOG) is responsible for the administration of updating training programs. The department's trade advisory boards provide direction on program development and implementation.

In the coming year, training programs are proposed for Estevan, Kindersley, Weyburn, Meadow Lake, Melfort, Carlyle, and will also be held in other locations as required.

Industrial Training

Saskatchewan Education is responsible for the attestation and monitoring of training contracts developed under the Canadian Jobs Strategy (CJS). CJS is administered by the Canada Employment and Immigration Commission (CEIC) and includes the Skill Shortages, Skill Investment, Job Development and Job Entry/Re-Entry programs.

With the help of a new computer-assisted management system, the industrial training program was able to decentralize its services to nine separate locations within the province. This allowed for more efficient and effective delivery of services to the Canada Employment Centres as well as employers.

Curriculum and Examination Development

Saskatchewan Education participates in the development and implementation of the Interprovincial Standards "Red Seal" Program, and is chairing the Interprovincial Standards Examination Committee until 1990.

Saskatchewan is also chairing the Interprovincial Standardization Sub-Committee. This committee was established to improve communications, eliminate duplication of effort and bring about greater standardization of apprenticeship training. A questionnaire has been developed to obtain input on these issues, and a report will be prepared during the coming year.

Saskatchewan Education continued to work in conjunction with industry and SIAST on the development and updating of apprenticeship and trade certification programs.

All four levels of technical training are now available for agricultural machinery technicians with the addition of levels two and four in 1988-89. In the truck and transport mechanic trade, level three was offered for the first time. Level four will be added next year.

The transition from three to four levels of technical training in the machinist and heavy duty equipment mechanic trades was completed during the year.

Two levels of technical training were provided as a pilot project at the Woodland Campus of SIAST in Prince Albert,

with support from the Electrician Trade Advisory Board.

Development of the new carpenter interprovincial examination continued. All provinces and territories have validated the second draft. The examination will be available for use in the winter of 1990.

Lloydminster Project

Saskatchewan Education is working with Saskatchewan Human Resources, Labour and Employment, the Province of Alberta and Husky Oil to improve coordination of manpower needs for the Bi-Provincial Upgrader Project in Lloydminster.

Training will be made available so that tradesmen and journeymen can improve their skills and knowledge. This will provide Saskatchewan residents with improved prospects for employment at the upgrader site.

Saskatchewan Education is considering opening a district office in Lloydminster to better serve the training needs of the project.

Computer System

Work continued on the strategic information technology planning project initiated in 1987-88. Development of a new information system to support the apprenticeship and trade certification program is in progress. The system will enable Saskatchewan Education to provide journeymen, apprentices and tradesmen with current information on their apprenticeship or trade certification program.

Training Programs Coordination

Saskatchewan Education attempts to maximize employment opportunities for Saskatchewan workers, meet labour market needs, and improve access to the workforce by planning, coordinating and managing provincial training activity.

The department administers the training-related costs under the Vocational Rehabilitation of Disabled Persons Agreement, the Non-Status Indian and Metis Program, the Saskatchewan Skills Development Program, the Saskatchewan Skills Extension Program, and regulations for private vocational schools. In addition, the department negotiates and administers the Canada/Saskatchewan Training Agreement, the basis for Canadian Jobs Strategy funding of training in Saskatchewan.

Saskatchewan Education also regulates the operation of private vocational schools in the province through the provisions of *The Private Vocational Schools Regulation Act*.

Provincial Training Plan

An annual program planning process was initiated with the objective of developing a provincial training plan. Work began on regional training need profiles which will form the basis of the provincial plan.

This is a joint project of Saskatchewan Education, the Canada Employment and Immigration Commission (CEIC) including their Canada Employment Centre offices, regional colleges, SIAST, Saskatchewan Social Services, and Saskatchewan Human Resources, Labour and Employment.

Vocational Rehabilitation of Disabled Persons

Under the terms of the Vocational Rehabilitation of Disabled Persons (VRDP) Agreement, rehabilitative vocational training is offered to mentally and/or physically disabled persons who are vocationally handicapped. Costs are equally shared with the federal government through Health and Welfare Canada.

Saskatchewan Education administers the training-related costs for trainees approved by the VRDP Training and Selection Committee. A total of 841 applications were approved under the VRDP program in 1988-89, compared to 717 in 1987-88.

For the second year, VRDP funding was provided for academic upgrading programs at the Kelsey and Wascana campuses of SIAST. These programs are provided for hearing impaired adults to help prepare them for post-secondary education. Twenty-one students took advantage of the program at Kelsey Campus in Saskatoon, and 14 at Wascana Campus in Regina.

A new initiative funded by VRDP is the Community Based Career Skill Development Program. This program was designed to help disabled adults acquire the necessary skills for competitive employment. The initial program started at the Wascana Campus of SIAST in February, 1988 and a second was initiated at Parkland Regional College in January, 1989.

VRDP also funded a new project at the University of Saskatchewan aimed at improving the performance of handicapped students in their university studies. Funding assistance was provided in July, 1988 and will be offered again in 1989.

Non-Status Indian and Metis Program

The Non-Status Indian and Metis Program (NSIM) provides a range of training opportunities for Non-Status Indians and Metis. This includes academic upgrading, pre-trades instruction, job readiness preparation, life skills and occupational orientation.

Under the program, funds are provided to regional colleges and SIAST campuses for direct course, administrative and program support costs. Individual students receive training allowances based on their class attendance.

The NSIM program budget of $4,422,900 funded 950 applicants in 1988-89.

Increased emphasis was placed on local participation in planning by Metis and Non-Status Indians through the use of Native Advisory Committees and the Native Services Division of SIAST. A general meeting of advisory committee representatives, colleges and SIAST will also be held on an annual basis.

Saskatchewan Skills Development Program

The purpose of the Saskatchewan Skills Development Program (SSDP) is to provide academic and skill training opportunities for social assistance recipients classified as employable.

The program provides academic upgrading, community-based skill training and institute-related training. Many SSDP students have gained valuable training and employment through the work experience component of the program. For others, the completion of grade 12 through upgrading, General Educational Development or departmental academic examinations has led to further education at the technical institute and university level.

SSDP is jointly operated by Saskatchewan Education and Saskatchewan Social Services. The SSDP budget was $6 million in 1988-89.

Saskatchewan Skills Extension Program

The Saskatchewan Skills Extension Program (SSEP) improves access to skill training programs for people in rural, northern and small urban centres, and also addresses local labour market needs. SSEP allows more students to be trained in or near their home communities, avoiding the cost of a move to a major urban centre.

Regional colleges and other agencies identify training needs based on present and future employment opportunities in Saskatchewan. A training agreement is then jointly developed by the regional college and SIAST to enable a suitable training program to be delivered through the college. SIAST determines program standards, monitors program quality and provides certification to graduates.

SSEP funds and coordinates the various programs. Fees for SSEP-sponsored courses are at the same level as those for courses offered on-campus at SIAST.

One hundred sixty-five programs were delivered through SSEP in 69 locations throughout the province

in 1988-89. Through these programs, 165,720 training days were provided to 1,891 participants. Total expenditures in 1988-89 were $4,761,000.

Registered Private Vocational Schools

Saskatchewan Education is responsible for registering private vocational schools in the province under *The Private Vocational Schools Regulation Act*.

The number of schools and training programs has increased significantly in the past five years. In 1983 there were only 18 registered schools with a total enrolment of 1,775 students. Forty-eight private vocational schools were registered under the Act in the 1988 calendar year. Total enrolment was 5,254.

Until 1985, the training offered was mainly in the areas of office education and cosmetology. Now these schools provide instruction in a wide range of areas including computer training, business support occupations, estheticianal arts, fashion design, income tax preparation, radio broadcasting and electronics.

Saskatchewan Education has responded to the growing demand for private vocational school courses. Resources are dedicated to provide support to private vocational schools, and conduct on-site supervision of their operations.

Private Vocational School Advisory Committeé

A Private Vocational School Advisory Committee was established in March, 1989. The committee provides advice to the Minister on all matters relating to the operation of private vocational schools including legislation and regulations, policy development and training needs.

The nine-member committee includes school operators, employers, a graduate student, a representative from SIAST, and a representative from Saskatchewan Education who chairs the committee. Two meetings were held during the year. A review of departmental supervisory procedures and guidelines was completed, and one on the legislation and regulations was initiated.

Regional Colleges

The regional colleges provide improved access to post-secondary education by making university and technical institute programs available outside of major urban centres. Other programs offered by the colleges include career counselling, literacy, high school completion and adult basic education.

Highlights

- A $2.5 million new facility was announced for Northlands Career College in La Ronge. The new facility will bring all La Ronge campus programs and staff under one roof for the first time.
- Regional Colleges Week was held from November 21-27, 1988 to increase awareness of the role the colleges play in providing learning opportunities to Saskatchewan residents.

Role of the Colleges

The colleges provide Saskatchewan residents with improved access to post-secondary education and other learning opportunities in or near their communities. Saskatchewan students living outside of major urban centres can pursue their education without making the major move to Regina, Saskatoon, Moose Jaw or Prince Albert.

The colleges offer a range of university and technical institute programs. They also provide programs in career counselling, literacy training, life skills, adult basic education, English as a Second Language, and high school completion.

The purpose of regional colleges is to decentralize learning programs, and this commitment is reflected in how they are operated. Local regional college boards determine policy, set priorities and administer college affairs, relying heavily on volunteers at the community level.

More than 2,500 volunteers serve on 500 volunteer committees to help identify local program needs and assume other responsibilities as approved by their respective college boards. In addition, individual colleges make every effort to utilize existing community facilities and resources in their respective regions.

Regional College Network

Twenty-six sub-offices further the goal of bringing learning opportunities closer to Saskatchewan residents.

In addition, $2.5 million was committed to Northlands Career College to enable construction of a new facility at the college's La Ronge campus. The new facility will bring all La Ronge campus programs and staff under one roof for the first time.

There are now nine regional colleges with 26 sub-offices serving 30,000 Saskatchewan students annually. The regional college network is as follows:

- Carlton Trail Regional College in Humboldt, with sub-offices in Davidson, Semans, Watrous and Wynyard;
- Cumberland Regional College in Nipawin, with sub-offices in Melfort and Tisdale;
- Cypress Hills Regional College in Swift Current, with sub-offices in Shaunavon, Maple Creek and Gravelbourg;
- Lakeland Regional College in Lloydminster;
- North West Regional College in North Battleford, with sub-offices in Unity, Meadow Lake, Shellbrook and St. Walburg;
- Parkland Regional College in Melville, with sub-offices in Canora, Esterhazy and Yorkton;
- Prairie West Regional College in Biggar, with sub-offices in Kindersley, Rosetown and Warman;
- South East Regional College in Weyburn, with sub-offices in Assiniboia, Estevan, Indian Head and Whitewood; and,
- Northlands Career College in La Ronge, with sub-offices in Beauval, Creighton and Buffalo Narrows.

Support Services

Saskatchewan Education assists regional colleges throughout the province in areas such as program development, policy and planning, personnel management, development of curricula and curricula materials, and the professional development of staff.

The department maintains ongoing contact with the colleges through regular meetings with college principals and program managers, board members and other senior staff. Annual budget review meetings provide a regular opportunity for each college to review provincial and regional priorities.

Saskatchewan Education provides ongoing liaison between Centre Fransaskois d'Education Permanente and the regional colleges to promote and coordinate French language education programs.

The department also maintains a library of educational computing software through a membership arrangement with Minnesota Educational Computer Consortium. These materials are provided to the regional colleges at a nominal cost.

A one-day orientation seminar for recently appointed trustees was held in October, 1988 with the cooperation of the Saskatchewan College Trustees Association. The seminar was well attended and well received. A revised version of the trustees manual was also published in fall, 1988 to further assist local trustees in carrying out their duties.

Saskatchewan Education also assisted in planning and conducting Regional Colleges Week in Saskatchewan from November 21 to 27, 1988. The theme for the week was "Regional Colleges — A World of Opportunity Close to You", reflecting the improved access to learning opportunities that the colleges provide.

College Programs

Adult Basic Education

Each year the department provides the regional colleges and SIAST with funding to deliver Adult Basic Education (ABE) courses throughout the province. ABE includes four main areas: Literacy, English as a Second Language, Personal Development and grades 1-12 Academic Studies. Certification is provided for the adult 10, 11 and 12 levels based on a standardized provincial curricula.

A revised curriculum guide for Adult 1-10 Mathematics was completed, and work began on a revised version of the Adult 5-10 Science Curriculum Guide. Revisions to these curricula concentrate on incorporating the new common essential learnings. In both cases, implementation will begin in September, 1989.

English as a Second Language

Saskatchewan Education is responsible for administration of the English as a Second Language and Citizenship Development Program. This program provides funding to the regional colleges and SIAST for 50% of instructor wages and 100% of core text costs under the federal Secretary of State Language/ Citizenship (1954) and Textbook (1963) agreements.

The program offers part-time instruction in English and citizenship for new Canadians. This helps them to adjust to their new communities and qualify for Canadian citizenship. Each year approximately 1,000 students attend these classes in the various college regions and SIAST campuses.

General Educational Development (GED) Testing Services

The General Educational Development (GED) Testing Program enables adults who have not completed school to obtain a high school equivalency certificate by successfully completing five general ability tests.

The tests cover reading skills, writing skills, mathematics, social studies and science.

The program recognizes that many adults who have not completed high school may have acquired, through years of experience, an educational maturity equal to or above the level of a high school graduate. GED enables them to obtain grade 12 standing so that the lack of a high school diploma does not impede them from furthering their education or advancing their careers.

A total of 2,439 Saskatchewan adults took GED tests in 1988-89. Of this total, 1,676 obtained grade 12 equivalency certificates. The average age of people taking the tests was 31.5 years.

GED certificates are recognized by eight provinces and two territories in Canada, and by all the United States of America and its territories. More than 700,000 North Americans take the tests each year, including 21,000 Canadians.

In September, 1988 revised GED tests were introduced, including the requirement of a written essay. A team of essay readers was given special training to ensure that grading in Canada and the United States was being done in a consistent manner.

GED computer scoring and records were consolidated within Saskatchewan Education's Regional Colleges Branch, and all GED records from previous years were computerized. This means requests for records can now be handled much more promptly.

Community Education

Saskatchewan Education offers a full range of programs to meet the special needs of Indian and Metis students.

These include teacher training programs, incentives to local school divisions for program development sensitive to Indian and Metis needs, and implementation of a five year action plan to improve all aspects of Indian and Metis education.

Highlights

- A new *Indian and Metis Education Policy* for kindergarten to grade 12 was adopted by the department. The policy provides a comprehensive framework for the development of Indian and Metis education in provincial schools.
- A new Indian and Metis Education Advisory Committee was established to advise the Minister on the development and implementation of improved programs of instruction.
- Plans for a new Northern Teachers Education Program were adopted. The new program will add middle-years and secondary teacher training to the elementary training provided by the existing program.

Five Year Action Plan

A five year action plan was initiated by Saskatchewan Education in 1984 to address the needs of Indian and Metis students. The plan has three main objectives: integration of Indian and Metis content into the core curriculum for all students, development of specific programs such as Native studies and Indian languages, and development of support materials for curricula.

When the plan was introduced in 1984, an Indian and Metis Curriculum Advisory Committee was also established to assist with implementation. This committee includes representatives from all major groups with a stake in Indian and Metis education.

Implementation of the plan has proceeded on an ongoing basis since 1984 under the direction of the advisory committee. Continued progress was made in a number of areas during 1988-89.

Indian and Metis content and perspectives were incorporated into the new social studies curriculum at the grades 6, 9 and 10 levels. Inservice education sessions were held to familiarize teachers with the new material.

Native Studies 10 underwent its third year of piloting. Piloting of Native Studies 20 began in fall 1988.

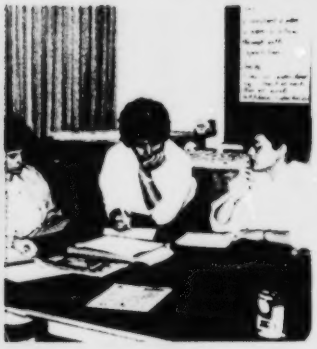
Progress was made on the development of support materials for Native Studies 20.

A member of the Indian and Metis Curriculum Development Team provided input to the kindergarten to grade 5 arts education pilot project and inservice activity. The course is scheduled for implementation in fall, 1989. A Metis dance package for kindergarten to grade 9 was completed and will be circulated to schools in September, 1989. Progress was also made on a pilot edition of *Let's Dance: Indian Social and Cultural Dances* for grade 9.

Revisions were made to the Phase I and II Indian and Metis inservice package, and in the delivery of inservice training.

Indian and Metis content was developed for inclusion in the kindergarten to grade 5 science curriculum. Input was also provided for the Science 10 framework documents, as well as for the grade 7 to 9 health education curriculum to ensure Indian and Metis content.

All Saskatchewan Education curriculum areas are evaluated on an ongoing basis to ensure that they meet *Beyond Bias* policy guidelines. This process continued in 1988-89. Appropriate learning resources that will incorporate Indian and Metis content into other curriculum areas are also identified and assessed on a continual basis.



Education Policy

A new *Indian and Metis Education Policy* for kindergarten to grade 12 was adopted in April, 1989. The policy provides a long-term, comprehensive framework for the development of Indian and Metis education in provincial schools. It has been extremely well received by educators and the Indian and Metis community.

The policy addresses six areas:

- Indian and Metis participation in the education system;
- curriculum and instructional resources;
- special needs;
- teacher and administrator pre-service and inservice;
- research and evaluation; and,
- liaison and coordination with other education agencies.

Advisory Committee

A new Indian and Metis Education Advisory Committee was established in June, 1989. The committee will provide advice to the Minister on the development and implementation of improved programs of instruction for Indian and Metis students. It provides a means of involving the Indian and Metis community in the decision-making process for educational programming, and soliciting their input to the development of courses of instruction.

The new committee replaces the former Indian and Metis Curriculum Advisory Committee. Its mandate is broader than that of the old committee, encompassing all of the areas detailed in the new policy.

Groups represented on the committee include the Saskatchewan Indian Federated College, the Gabriel Dumont Institute, the Saskatchewan Indian Cultural Centre, and community schools. The Saskatchewan Teachers' Federation, the Saskatchewan School Trustees Association, the universities, and the League of Educational Administrators, Directors and Superintendents are also represented.

Indian and Metis Education Development Program

The Indian and Metis Education Development Program (IMED) provides incentive grants to school divisions for use in developing, implementing and maintaining Indian and Metis educational programming.

Evaluations of IMED programs have shown improved student retention, better attendance and graduation rates, positive community impact, new employment opportunities for Indian and Metis people, and improved cross-cultural awareness among school staffs.

Eight school divisions carried out IMED programs in 1988-89. Grants were approved for the Indian Head, Kamsack, Meadow Lake, North Battleford/ Battlefords, Northern Lakes, Saskatchewan Valley, Northern Lights and Balcarres school divisions.

Community Schools

Saskatchewan Education supports the operation of 17 community schools in conjunction with public and separate school divisions. Seven of these schools are in Regina, 6 are in Saskatoon and 4 in Prince Albert.

The objective of the community school program is to improve Indian and Metis student achievement by getting parents and other community residents more actively involved in school planning and policy making. The program also draws on community resources to enhance classroom activities.

More than 3,700 students are currently enrolled in community schools. Approximately 40% are Indian and Metis. Attendance rates for Indian and Metis students have increased steadily since the program began.

Saskatchewan Urban Native Teacher Education Program

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) leads to a Bachelor of Education degree. The program is jointly administered by Saskatchewan Education, the University of Regina, the University of Saskatchewan and the Gabriel Dumont Institute of Native Studies and Applied Research.

In addition to academic instruction, students learn from classroom experience and access to curriculum and instructional materials at SUNTEP centres in Regina, Saskatoon and Prince Albert. Graduates are able to combine their professional expertise with intimate and practical knowledge of cultural and community values.

One hundred twenty-five students have graduated from SUNTEP since the program was established. More than 60% of these graduates are currently teaching. Most of the remaining graduates are continuing university studies, or working elsewhere in the education system.

Northern Teacher Education Program

The Northern Teacher Education Program (NORTEP) is a four year, off-campus program for northern residents which leads to a Bachelor of Education degree.

NORTEP is run by a legally incorporated Council with assistance from the University of Saskatchewan and the University of Regina. Saskatchewan Education funds the program.

NORTEP continues to earn widespread recognition as one of the most successful working models for Indian and Metis teacher education. Since its establishment the program has produced 120 graduates.

Approximately 92% of these graduates are now teaching, most of them in the north. The majority of the remaining graduates are pursuing further studies or working in other education-related fields.

Plans for an expanded program — the new NORTEP — were adopted in 1988-89. The new program will add middle-years and secondary teacher training to the elementary training provided by the existing program. An Access Program was also approved. This program will enable students to receive first and second year university arts and science courses in the north.

Saskatoon Native Survival School

The Saskatoon Native Survival School (SNSS) is designed to serve Indian and Metis students who have dropped out of, or are having difficulty in, the regular school system. SNSS offers standard academic programs, but with increased emphasis on Indian and Metis heritage, culture and values.

The school is jointly operated by the Saskatoon Roman Catholic Separate School Board and a council made up of parents of SNSS students. Saskatchewan Education funds the operation of the school and also provides consultative services as required.

The school offers senior matriculation for grades 10-12, with grade 9 being the transition year from basic upgrading courses.

SNSS enrolment was 130 students in 1988-89. The average monthly student attendance rate has increased steadily since the school was established in 1980. Statistics also show a marked improvement in overall student age-grade discrepancy.

Approximately 78 students have now reached the grades 9, 10, 11 and 12 ability levels, all of whom entered SNSS well below their age-grade range. Twelve students completed their high school diplomas in 1988-89.

French Education

Saskatchewan Education provides both francophone and non-francophone Saskatchewan residents with access to French education. This means offering non-francophones the widest possible range of learning options for French second-language instruction, and also ensuring that Saskatchewan francophones have access to education in the language of their choice.

Highlights

- The 1988-89 reporting year marked the first year for implementation of the June, 1988 Federal-Provincial Agreement on French Education. The ten-year agreement will enable major improvements to French education in Saskatchewan, and also allow studies in other languages to be greatly expanded.
- A committee was established to examine and recommend a means whereby Saskatchewan francophones can manage and control their own schools.
- The provincial and federal governments provided $5.6 million to College Mathieu in Gravelbourg to help reconstruct college facilities damaged by the May, 1988 fire.

Program Overview

Saskatchewan Education's Official Minority Language Office (OMLO) oversees the delivery of designated and Core French programs to Saskatchewan students.

Two types of designated programs are offered. In the Type A program, French is the language of instruction for all courses except English. This program is best suited to the educational needs of francophones. In 1988-89 there were ten Saskatchewan schools offering Type A programs. Student enrolment rose to 1,075, a 15% increase from 1987-88.

In the Type B immersion/bilingual program, more than half the total instruction is in French. Sixty-seven schools offered this program in 1988-89. Student enrolment increased to 9,829, a 10% rise from 1987-88.

Schools offering Core French programs use French as the language of instruction for approximately 30 minutes per day. A total of 97,114 students received this type of instruction in 1988-89, a 15% increase from 1987-88.

Curriculum and Instructional Resources Development

Thirty instructional resource packages and curriculum documents for designated French schools and Core French programs were developed in 1988-89.

Program support was provided for social studies, health, French language arts, mathematics, computer science, music and Core French.

Core curriculum support for designated French schools continued through such initiatives as the adaptation and translation of video productions and documents, along with support for inservice training of teachers.

French Minority Education Services

Saskatchewan Education provides consultative services to Fransaskois and anglophone communities on all French education matters.

In 1988-89 these services included establishment of an advisory committee on French Minority Education and initiation of preparatory language classes for Fransaskois children (classes de francisation). Increased support was provided for development of curriculum and instructional resources.

Progress was also made on establishment of curriculum advisory committees for French language arts and social studies. These committees will provide organizations interested in French education with an opportunity to become involved in the curriculum development process.

Ongoing liaison was maintained with Fransaskois organizations such as College Mathieu, Association culturelle franco-canadienne, Commission des ecoles fransaskoises, Association jeunesse fransaskoise, and Eau Vive. Consultative services were provided to Saskatchewan's 14 Fransaskois schools.

Federal-Provincial Programs

The 1988-89 federal-provincial bilateral agreement brought Saskatchewan a total of $5,163,060. These funds are provided by the federal government to assist the province in dealing with the additional costs incurred in delivering minority and second language instruction.

Federal financial support was provided under four categories in 1988-89.

Infrastructure Support

A total of $2,481,800 was provided to assist in the delivery of ongoing programs and services. This was included in the grants to school boards for student formula maintenance and implementation grants.

Program Expansion and Development

A total of $1,628,119 was provided to expand existing programs as well as design, develop and implement new ones. Major activities in this area included curriculum development, upgrading of instructional resource centres in designated schools, resource material development by local school boards, and the preparation of adult non-credit French language programs.

Teacher Training and Development

Federal support came to $656,721 in 1988-89. The French Language Teacher Bursary Program helped 200 teachers attend courses or workshops on French language education and teaching French as a second language.

Professional development activities for teachers included sessions on improving linguistic ability, curriculum implementation and evaluation, methodology, and teaching strategies. These services are jointly provided by Saskatchewan Education, both provincial universities, provincial school boards, and College de Jonquiere (Centre linguistique) in Quebec.

Student Support

Saskatchewan Education administers a variety of programs to help post-secondary students pursue their studies in either of Canada's official languages. Federal financial support for these programs came to $396,420 in 1988-89.

The programs offered along with the number of students participating were as follows:

1. Monitor program for francophones: 6;
2. Second language monitor program: 35;
3. Full-time monitor program: 17;
4. Summer language bursary program: 257;
5. Fellowship program: 420; and,
6. Travel bursary program: 84.

Program numbers 1-4 are funded by the Secretary of State through the Council of Ministers of Education, Canada (CMEC).

Ninety-one Saskatchewan students participated in a Saskatchewan-Quebec student exchange in 1988-89. This program is jointly administered by Saskatchewan Education and the Society for Educational Visits and Exchanges in Canada. An additional 78 students participated in a cultural contact program with the Province of Quebec.

In February, 1989 a further 16 Saskatchewan

students participated in a student exchange program jointly administered by Saskatchewan Education, the Quebec Ministry of Education and the Quebec Department of Intergovernmental Affairs. Under the program, the grade 11 students spent three months in Quebec attending high school. The other half of the exchange consisted of 16 Quebec students attending Saskatchewan schools from September to December, 1988.

Federal-Provincial Agreement

In June, 1988 the Province of Saskatchewan entered into an agreement with the Government of Canada that will make major improvements to French education in Saskatchewan and also to studies in other languages.

The joint agreement covers a ten-year period from June, 1988 to March 31, 1998 with provision for extension. The Government of Canada has committed $56 million towards implementation of the agreement over the first five years.

The agreement provides for establishment of a new Language Training Institute at the University of Regina and reconstruction of College Mathieu in Gravelbourg. It also enables improvements to French minority language education along with French second-language instruction, and development of a means for management, control and funding of minority language schools. Significant progress was made in several areas in 1988-89.

Language Training Institute

Under the agreement, the Government of Canada will contribute $17 million towards the cost of a new Language Training Institute at the University of Regina.

The institute will provide Saskatchewan francophones and those from other provinces with an opportunity to pursue post-secondary studies in their own language. In time, it can also become a Western Canadian centre for training in a variety of trade languages.

Progress was made on facility planning and programming during the year. An Interim Governing Council was appointed by the University of Regina to oversee the planning process.

College Mathieu

In December, 1988 a total of $5.6 million was provided to College Mathieu in Gravelbourg to assist in reconstructing college facilities damaged by the May, 1988 fire.

Funding for the college was jointly provided by Saskatchewan and Canada in accordance with the terms of the federal-provincial agreement. Saskatchewan provided $1.6 million and Canada $4 million towards the cost of reconstruction.

Construction is proceeding on schedule. The girls' residence was completed and occupied in February, 1989. The classrooms are scheduled for completion in September, 1989.

Management and Control of French Language Schools

In February, 1988 the Saskatchewan Court of Queen's Bench ruled that francophone parents are entitled to manage and control French schools.

The federal-provincial agreement provides a financial framework for bringing this about. Specifically, the agreement makes $26 million available over the next ten years for programming, recruitment of teachers, and other related costs once a system agreeable to all parties is in place.

In March, 1989 a committee was established to examine the options and implications surrounding the establishment of such a system. The Coordinating Committee for the Governance of Francophone Schools by Francophones is chaired by Mr. Edgar Gallant, former chairman of the Public Service Commission of Canada. Francophone groups and major educational organizations are represented on the committee. The committee's report is scheduled for completion early in 1989-90.

Special Education

While everyone has the ability to learn, not everyone learns at the same pace or in the same environment. For this reason, Saskatchewan Education provides special education programs for children with various disabilities and for those with above-average learning ability.

Highlights

- The *Task Force Report on Education for the Deaf* was completed and presented to the Minister. The report will help to chart the future direction of educational services for deaf and hearing-impaired students in Saskatchewan.
- Policy guidelines for the education of gifted learners were completed and implemented.
- A workshop for teachers and others working with visually disabled children was held in Saskatoon.

Overview

Developing the potential of all students and affirming the worth of each individual are primary goals of education in Saskatchewan. Saskatchewan Education pursues these goals by providing programs geared to varying levels of aptitude and achievement.

The current foundation for the education of disabled children was laid in 1971 when Saskatchewan became the first province in Canada to enact mandatory legislation. Now various sections of *The Education Act* and the accompanying Regulations provide a framework for educating disabled and gifted children.

Within this framework Saskatchewan Education provides funding, consultation services, coordination and program development for local school divisions. The department also maintains ongoing liaison with other government departments, agencies and organizations to keep abreast of new developments in a rapidly changing field.

Funding

Saskatchewan Education provides Designated Pupil Funding and Established Program Funding to assist school boards in meeting the cost of special education programs.

Designated Pupil Funding is for programs serving students identified as visually impaired, hearing impaired, trainable mentally retarded, orthopedically disabled, chronically health impaired, or severely multiply disabled. Established Program Funding is for programs serving students identified as severely learning disabled, socially, emotionally, behaviourally disabled, or mildly/moderately educationally disabled.

A new policy of Established Program Grants was adopted during the year. Funding was also revised to allow for improved service to each of the province's sixteen shared services areas.

A total of 1,950 students were identified under Designated Pupil Funding during the year, and 6,191 were identified as severely disabled under Established Program Funding.

Program

Preschool program funding was offered to three and four year old children in four categories: visually impaired, hearing impaired, multiply handicapped and trainable mentally retarded. Service locations for disabled youth ranged from residential school placement to regular class placement with varying levels of assistance.

Two residential schools are available to Saskatchewan children: The W. Ross Macdonald School in Brantford, Ontario for children who are blind, and the R. J. D. Williams Provincial School for the Deaf in Saskatoon.

Consultative services were offered in the areas of gifted learner

education, trainable mentally retarded, multiply handicapped, communication disabilities and visual disabilities.

Inservice training was provided to teachers in all areas of the province on gifted learner education and education of the visually impaired. Inservice training was also provided for teachers of trainable mentally retarded children and multiply disabled children, based on the *Meeting Challenging Needs* handbook for teachers.

Special educators are in place on the curriculum advisory committees to ensure that the new Core Curriculum is duly sensitive to special education concerns. The appropriate Saskatchewan Education personnel are also active on department committees dealing with curriculum development and implementation to further this end.

Provincial policy guidelines were developed for the education of gifted learners. The guidelines were implemented in June, 1989.

Saskatchewan Education also participated in the development of *Canadian Guidelines: Preferable Future Practices in Programming for Gifted Learners*. This was a follow-up to the May, 1988 Second Canadian Symposium on the Future Education of Gifted Learners held in Regina.

Progress was also made on policy development in the areas of speech language services and alternative education. Projects were initiated in the areas of autism and technology in special education.

In April, 1989 the Insight '89 workshop was held in Saskatoon for teachers, parents and others working with children who have visual disabilities. Linda Roessing of Walnut Creek, California was the featured speaker.

A workshop was also held in May, 1989 on the implications for gifted learners of the new common essential learnings. The workshop was jointly sponsored by Saskatchewan Education and the Saskatchewan Council on the Education of Gifted Learners. The keynote speaker was Dr. Donald J. Treffinger of the Centre for Creative Learning who addressed the areas of critical and creative thinking along with independent learning.

R.J.D. Williams Provincial School for the Deaf

The R.J.D. Williams Provincial School for the Deaf in Saskatoon has been operated by Saskatchewan Education since 1932. The school serves students between the ages of 3 and 21 who are deaf or deaf-blind.

The school is accredited and serves kindergarten to grade 12. The provincial curriculum is followed as closely as possible. Considerable emphasis is placed on developing communication and language with special emphasis on the cultural aspects.

Progress was made in developing facilities and programs for outdoor education at Anglin Lake. Occupational therapy assessments and therapies were also introduced during the year.

Fifty-one deaf students and nine deaf-blind students were enrolled in 1988-89. Thirty-nine students boarded at the school during the year.

Seven students graduated from the program at the end of the school year. The majority plan to continue their education through special programs offered at the Kelsey Campus of SIAST. One graduate qualified for admission to Gallaudet University in Washington, District of Columbia.

Two students participated in an international cultural competition for deaf persons held in Chicago. In addition, 22 students participated in the Western Canada Tournament of the Deaf in Winnipeg. The tournament is held every two years, providing opportunities to compete in an academic quiz, art, dance, drama, sports, public speaking and cultural presentation.

Task Force on Education for the Deaf

A task force was established in May, 1988 to help chart the future direction of educational services for deaf and hearing-impaired students in Saskatchewan.

The task force was charged with reviewing existing educational services for deaf and hearing-impaired students, and assessing the role played by the R.J.D. Williams Provincial School for the Deaf. The overall objective was to determine how the present and future needs of these students could best be met.

Over 100 written briefs were received and over 50 meetings with interested groups and individuals were held. The findings of the task force were released in March, 1989.

The task force recommended that increased opportunities be provided for students whose parents wish them to be educated in their home communities. It also called for establishment of family-style living accommodations to meet the needs of students attending school outside their home communities. Initial emphasis would be on providing this form of instruction in Saskatoon, with possible later expansion to Regina and northern communities such as La Ronge.

The task force also recommended establishment of an advisory committee to provide advice to the Minister on education policies and programs for the deaf and hearing-impaired, including enhancement of training programs for instructors and support staff.

Further consultation is planned before action is taken on the report. An advisory committee as recommended by the task force will be established in 1989-90 to oversee eventual implementation of the report's recommendations.

Northern Education

Saskatchewan Education provides learning opportunities tailored to the needs of people living and working in the North. The objective is to enable northerners to participate fully in Saskatchewan's economic and social development.

Highlights

- The *Interim Report of the Task Force on Northern Education* was completed and submitted to the Minister.
- A pilot project was introduced that will give young northerners who have not completed high school another means of doing so.
- An Achievement Awards Program was established for the Athabasca Region that rewards students for their accomplishments and encourages them to pursue their education.
- A human resource development agreement was signed with the Key Lake Mining Corporation that will help prepare northerners for employment in the mining industry.

Overview

Saskatchewan Education works with industry, other government departments and educational institutions in delivering educational programs for the north. The goals are to develop a skilled northern work force which can be competitive throughout the provincial labour market, build a strong regional economy, and participate fully in the social and economic mainstream of Saskatchewan.

To achieve these goals the department:

- links employment-oriented training to the current and projected demands of the provincial labour market;
- designs academic, skill training and retraining programs to help northerners develop their potential for employment;
- assists northern business and industry to become more productive by making training available to their work force; and,
- makes education and training more accessible to the people of northern Saskatchewan.

Kindergarten to Grade 12 Educational Services

A regional office was established in La Ronge in 1988 to provide the services of a regional director, a superintendent of education for the Ile-a-la-Crosse and Creighton school divisions, and coordinators for special education, curriculum and materials development.

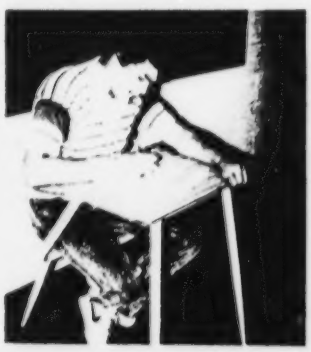
The regional office provides information on department policies, procedures and initiatives. It is also directly involved in the implementation of new programs such as the core curriculum, locally developed courses, and pilot projects arising from the Northern Education Task Force recommendations.

Human Resource Development Projects

Human Resource Development Strategy

Saskatchewan Education has a Human Resource Development Strategy in place to provide northern people with education, career counselling, skill training and employment opportunities. The purpose is to give northerners the ability and opportunity of participating in northern economic growth.

Under the strategy, employers make a commitment to offer employment and career development opportunities to northerners. Saskatchewan



Education, Northlands Career College and northern employers then collaborate to develop training programs that will help northerners take full advantage of these employment opportunities.

Continued progress was made in implementing the strategy in 1988-89. Approximately 700 northerners have been trained for employment in the mining industry and in the mineral exploration sector since the strategy was introduced. They now work in occupations such as chemical technicians, mine and mill equipment operators, prospectors, assayers, and diamond drill helpers.

Specific Projects

One Human Resource Development Agreement was signed during the year with the Key Lake Mining Corporation for its uranium mine and mill at Key Lake. Similar agreements are already in place for the mines at Cigar Lake, Rabbit Lake, Star Lake and Jolu near Lac La Ronge. An informal reporting plan is in place for the Cluff Lake mine. Negotiations began on an agreement for the Jasper mine and should be completed by the end of 1989.

Under the agreements, Saskatchewan Education provides skill training programs for northern residents specific to the companies' needs. Training is offered by the companies on the job sites, by Northlands Career College at their campuses throughout the north, and by SIAST through their extension programs. Saskatchewan Education also provides the companies with information on potential employees in communities near project sites.

The short term goal of the agreements is to work with industry in ensuring the employment and promotion of as many northern people as possible. The long term goal is to develop a fully-skilled, competitive northern work force which will form the permanent core of the northern mining industry.

Data Bank

Saskatchewan Education maintains a computerized Human Resource Data Bank which contains the demographic, educational, training and employment histories of over 3,500 northern residents served by the department.

The data bank facilitates the hiring of northerners by providing employers with ready access to training and education profiles of the labour pool. It also helps Saskatchewan Education monitor and evaluate its programs, and plan for the long term education and training needs of northern Saskatchewan.

Research and Coordination

Activities during 1988-89 included:

- providing assistance to the Northern Lights School Division and its local boards to improve their working relationship and encourage greater public participation in the school system;
- conducting research on the factors which contribute to northern youth cutting short their education;
- conducting research on means whereby northern youth who have interrupted their formal schooling can resume their education;
- establishing a joint program with the Northern Lights School Division and the mining company CAMECO to reward the achievements of students in the Athabasca Region and provide an incentive for them to continue their education;
- developing a joint program with Indian and Northern Affairs Canada, the Canada Employment and Immigration Commission, and employers in the Athabasca region that will provide job-training and basic education to area residents so they can participate in the regional work force; and,
- providing financial, logistical and research support to the Task Force on Northern Education.

Cooperative Programming

Saskatchewan Education's Northern Division works with employers, SIAST, Northlands Career College and other agencies to assess training demand for northern employment and design programs to meet that demand.

SIAST programs designed for the mining industry include underground mining, geotechnician and chemical laboratory technologist. Programs developed for the forestry sector include cutting and skidding operators, scalers, tree thinners, semi-trailer drivers for log hauling, and forestry technicians.

Northlands Career College offers programs in literacy, career counselling, and basic skill development. The Native Counsellor Training Program has trained 13 northerners to become school counsellors within the Northern Lights School Division. In this capacity they assist students with academic and career choices and offer personal guidance.

A new Career Development Program was introduced during the year that will improve access to post-secondary education through Northlands Career College. The program allows northerners to take university credit courses in their home communities and acquire prerequisites for entry to professional programs at provincial universities. Six northern communities will be the initial beneficiaries of the program: La Ronge, Stanley Mission, Buffalo Narrows, Ile-a-la-Crosse, Creighton and Sandy Bay.

The Native Career Development Program provides on the job training to native northerners in occupations such as radiation technicians, commercial pilots, library clerks, and tutors for special needs children. Approximately 300 northern students were enrolled in 1988-89.

Task Force on Northern Education

Objectives

A twelve-member Task Force on Northern Education was established in March, 1988 to examine the status of primary, secondary and post-secondary education in the north.

The task force was asked to establish goals for the education system in the north, identify the concerns of northern people, and provide recommendations to address those concerns.

Ten public meetings were held along with two radio phone-in sessions conducted in native languages. Over 250 people attended the hearings and 39 written briefs were submitted.

Interim Report

An interim report was presented to the Minister by task force chairman Roy Cheecham at a June 8, 1989 meeting in Ile-a-la-Crosse.

Highlights of the interim report include calls for increased emphasis on the teaching of native languages, implementation of measures to increase parent involvement in schools, development of a guidance counselling program, and exploration of ways to improve the present student drop-out rate.

The interim report was then distributed to all major stakeholders in northern education for further review and comment. This process was completed by the end of June, 1989. The task force will submit its final report by the end of 1989.

Response to the Report

The initial response to the interim report has been positive throughout the north.

In June, 1989 Saskatchewan Education responded to one of the recommendations of the interim report by initiating the Pilot High School Completion Project for

young adults. The project will give northerners 20 years of age and older an opportunity to obtain a grade 12 certificate by successfully completing courses in English, social studies, biology, geology and chemistry. Two locally developed courses — life skills and Metis studies — will also be available.

The project is a joint undertaking of the Gabriel Dumont Institute, the Ile-a-la-Crosse School Division and Saskatchewan Education's Northern Division. It will commence in September, 1989.

Preliminary research was also undertaken by the department on a further four projects in response to task force recommendations:

- Pre-kindergarten Early Childhood Education Pilot Project;
- School Nutrition Pilot Project;
- development of culturally relevant curricula; and,
- High School Day Care Pilot Project.

Literacy Training

Learning begins with the ability to communicate. Students of any age cannot learn if they cannot read, write, speak and listen.

Saskatchewan Education is in the midst of a three-year campaign to upgrade literacy skills for Saskatchewan adults. The objective is to help 10,000 people upgrade their literacy skills by the end of 1990.

Highlights

- Saskatchewan entered into a three-year, $2.5 million agreement that introduced computer-assisted literacy training to Saskatchewan, the first major application of such training in Canada.
- The Saskatchewan Literacy Campaign completed its first full year of operation, providing literacy instruction to 1,400 Saskatchewan adults.
- A province-wide campaign was initiated to promote reading among kindergarten to grade 4 children and their parents.
- The first centre for computer-based literacy instruction was officially opened in Regina, with a second opened later in the year in North Battleford.

Saskatchewan Literacy Council

Literacy can be defined as the ability to read and write in order to improve living and working conditions.

In Saskatchewan 145,000 adults have less than a grade 9 education. This represents almost 20% of the adult population. Many of them have difficulty reading and writing, and some are illiterate. The problem is particularly acute among natives, northerners, inmates in correctional centres, and recent immigrants.

The Saskatchewan Literacy Council was established by Saskatchewan Education on September 8, 1987. The council was charged with designing and implementing a campaign to help Saskatchewan adults improve their literacy skills.

The council consists of 23 members representing teachers, trustees, journalists, the business community, literacy students, service organizations and librarians. Premier Grant Devine serves as honourary chairman.

Saskatchewan Literacy Campaign

A campaign developed by the Saskatchewan Literacy Council was unveiled in December, 1987.

The three-year, $2.7 million campaign is designed to help 10,000 Saskatchewan adults upgrade their literacy skills by the end of 1990. Significant progress was made in 1988-89.

Programs

Literacy programs are being made available through the regional colleges, SIAST campuses, READ Saskatoon and the Regina Public Library. The regional libraries assist by providing additional reading resources for the literacy programs. Fourteen hundred Saskatchewan adults benefitted from these programs during the year.

The campaign is volunteer-based. A total of 1,250 volunteers in communities all over Saskatchewan give of their own time to help make the programs work. Saskatchewan Education coordinates the campaign, provides funding, and increases public awareness through advertisements and promotions.

While each program is tailored to meet local needs, the following features are common to all:

- extensive volunteer involvement in instruction;
- cooperation with local and regional organizations in the campaign;
- development of reading and writing skills in response to the requirements of the students;
- provision of training and support for volunteers;

- local and regional promotion; and,
- evaluation plans for each program.

Public Awareness

An ongoing public awareness program is a key feature of the literacy campaign. The program is designed to attract both students and volunteers to literacy programs.

The 1988-89 program began in November, 1988 and continued through to spring, 1989. A total of $505,000 was allocated for the program during the reporting year.

The multi-media program used television, newspaper and radio advertisements to promote the importance of literacy and the availability of training programs. The advertisements focused on testimonials by adult students to drive home the importance of literacy and the fact that it is never too late to start learning.

Excellent cooperation was received from media outlets. Many television and radio stations as well as newspapers matched the paid advertisement with a free one.

Saskatchewan Literacy Foundation

The literacy campaign requires extensive resources, both human and financial. Those who are unable to volunteer their time can contribute in other ways, such as making a financial donation.

The Saskatchewan Literacy Foundation was incorporated in May, 1988. The foundation is responsible for raising additional funds for research on literacy issues and development of ways to address these issues. This includes accepting individual and corporate donations for literacy initiatives.

During the year the foundation developed a fund-raising strategy for implementation in 1989-90. A goal of $3 million has been set for the next three years.

Computer-Assisted Literacy Training

On September 8, 1988 the Government of Saskatchewan entered into a three-year, $2.5 million agreement with IBM Canada Ltd. that will help more than 5,000 Saskatchewan adults improve their reading and writing skills.

The agreement introduces PALS — Principle of the Alphabet Literacy System — to Saskatchewan. PALS is a computer-based system of instruction designed to teach basic literacy skills. This represents the first major application of computer-assisted literacy training anywhere in Canada.

IBM is providing more than $850,000 in hardware, software and services for 96 Personal System/2 computers at eight Saskatchewan locations. Four mobile units will also be used. The Government of Saskatchewan, through Saskatchewan Education, is providing $1.7 million over three years for start-up costs and operating expenses. Local school boards and other educational agencies are providing administrative support and facilities.

The first PALS laboratory for computer-based literacy instruction commenced operation in November, 1988 at Scott Collegiate in Regina and was officially opened in January, 1989. It was followed by a second in March, 1989 at North West Regional College in North Battleford. Approximately 175 adult and school-age learners made use of the centres during their first months of operation.

It is expected that 26 communities will have regular access to PALS by June, 1991.

Evaluation

An evaluation was undertaken of both the Volunteer Program and the PALS program during the year. The evaluation is being conducted by the Saskatchewan Instructional Development and Research Unit (SIDRU) from the University of Regina.

The objective is to assess the strengths and weaknesses of both conventional and computer-assisted literacy training on an ongoing basis so that both can operate at peak efficiency.

Reading Campaign

Good reading habits in youngsters promote good literacy skills.

Towards this end Saskatchewan Education initiated a province-wide reading campaign in fall, 1988. The purpose of the campaign is to promote reading among kindergarten to grade 4 children and their parents.

A province-wide multi-media campaign was undertaken to encourage parents and children to read. The campaign featured a mascot — the reading dragon — and the slogan "Use Your Imagination — Read". Newspaper and television advertisements, billboards, posters, bookmarks and buttons were all part of the campaign.

Saskatchewan Education also sponsored a contest for school children to name the mascot. The contest was won by the grades one and two class from Stewart Valley School with their entry "Readmoreforus".

Distance Education

Distance education is a form of learning wherein the teacher and student are in different locations, separated by distance.

Traditional forms of distance education are provided through the correspondence school and university extension courses. New approaches such as satellite transmission of courses and the use of fibre optics networks are also being actively developed.

Highlights

- Saskatchewan Education and the Saskatchewan School Trustees Association jointly developed a set of guidelines to assist local boards in developing policy on correspondence education as an integral part of the regular school program.
- University courses and other forms of instruction were made available to 33 Saskatchewan communities by way of fibre optics and satellite transmission.
- Work began on development of a new, more comprehensive technical network called the Saskatchewan Communications Advanced Network (SCAN).

Correspondence School

The Correspondence School is Saskatchewan's largest high school. It provides learning opportunities to high school students and adults throughout the province, and also to people from Saskatchewan who are temporarily residing in other provinces or countries. The school develops, publishes, revises and administers 66 different grade 9 to 12 courses.

In 1988-89 a total of 6,814 students were registered in 10,275 courses. School-aged enrolment remained basically unchanged from the previous year, while adult enrolment declined by 14%. Adult students made up 30% of total enrolment in 1988-89.

The Correspondence School has an important role to play in supplementing conventional education, particularly in rural Saskatchewan. The school enhances locally offered courses and ensures equal access to learning opportunities throughout the province. In addition, a significant number of correspondence courses are used by non-specialist teachers as valued teaching aids.

Two new one-credit courses were developed and four other courses were revised during the year. Teaching staff participated in a two-day Common Essential Learnings Workshop, along with a number of subject-specific conferences and seminars.

Twenty-six elementary students were registered with the British Columbia Correspondence and Distance Learning Branch during the year. This was done on the recommendation of their respective directors of education and the Correspondence School. This service is made available to students who reside in an area where an organized school does not exist, and in other special cases approved by local directors of education.

Saskatchewan Education in conjunction with the Saskatchewan School Trustees Association prepared guidelines to assist boards of education and their administrators in developing policy on correspondence education. The objective is to integrate correspondence education into the regular school program, particularly in small rural schools, and provide a greater range of courses which will meet the needs of a greater number of students.

High Technology Distance Education

Learning opportunities can be equally accessible to anyone, anywhere through distance education. This is particularly important in a province such as Saskatchewan with its large geographic area and relatively low population density.

One way of reaching this goal is through distance education using technological means. Saskatchewan Education is actively exploring new approaches to making learning opportunities available all over Saskatchewan.

Saskatchewan Tele-Learning Association

The Saskatchewan Tele-Learning Association (STELLA) is a non-profit corporation which specializes in the delivery of educational programming through electronic means. The corporation is run by a consortium of organizations which includes Saskatchewan's two universities, several regional colleges and the Saskatchewan Wheat Pool.

Saskatchewan Education works with STELLA in providing courses to rural and northern Saskatchewan, using satellite transmission and the fibre optics network. At year-end there were 33 different Saskatchewan communities in the STELLA network.

Students in these centres have access to some of the same university and technical institute courses as their counterparts in Regina and Saskatoon. Other forms of programming provided include literacy courses, inservice education for teachers, professional development courses and vocational classes.

Saskatchewan Communications Advanced Network Authority

The Saskatchewan Communications Advanced Network (SCAN) is a new Crown corporation established to coordinate access to Sask Tel's communication network. The corporation's primary objective is creation and operation of a state-of-the-art education/information network for Saskatchewan.

SCAN was established in early February, 1989 by order-in-council. The Government of Canada has committed $18 million to SCAN over the next five years. The Government of Saskatchewan will provide $4.5 million for the first year of development.

SCAN will replace STELLA as the lead agency in developing and coordinating a province-wide technical network to be used for distance education. STELLA continues to exist in a consultative and advisory capacity. SCAN is expected to begin broadcasting as an education and information network in 1990, providing improved access to learning opportunities along with information on other topics such as agriculture, health and culture. Within five years, it is expected that the existing network will have more than doubled to include 75 centres.

Distance Education Council

The Distance Education Council was established by Saskatchewan Education in October, 1987. The sixteen-member council meets regularly to develop policy and coordinate distance education programs. It also assesses new technology and provides advice on the use of the Education Outreach Fund.

Grants from the Education Outreach Fund totalling $230,000 were approved in 1988-89.

Education Outreach Fund

The Education Outreach Fund (EOF) was established in 1987 to improve access to education for rural and northern Saskatchewan residents. EOF provides a source of revenue for offering university, technical institute, and other programs outside of major urban centres.

Initiatives supported by EOF grants in 1988-89 included the following:

- developing a series of educational programs for broadcast to health care workers in rural and northern communities;
- offering literacy training to inmates in two northern Saskatchewan corrections centres;
- making university library resources more readily accessible to students in rural and northern communities; and,
- providing residents in six northern communities with access to university credit courses and prerequisites for entry to university professional programs.

Services to Students

Saskatchewan Education offers a number of services to assist students at all levels of the school system. These services include administration of provincial and federal student loans, provision of various scholarships and bursaries, and administration of the Saskatchewan Awards Program.

Highlights

- A total of $56 million in Canada Student Loan assistance was authorized to more than 18,000 full-time students, a $3 million increase from the previous year.
- Saskatchewan Student Loan assistance of $44.9 million was authorized to more than 14,000 students, an $8 million increase from 1987-88.
- Interest subsidies worth $5 million were provided to almost 7,000 students.
- Loan remission benefits totalling $5 million were approved for approximately 1,200 students.
- Approximately $6 million in loan forgiveness benefits was approved for 2,684 students.
- The first-ever Queen Elizabeth II Scholarship in Parliamentary Studies was awarded.
- A new Saskatchewan Awards Program was introduced to provide recognition for student achievement at the grade 12 level.

Student Financial Assistance

Overview

Saskatchewan Education administers financial assistance programs for Saskatchewan residents enrolled in approved adult and post-secondary courses of study. Major programs include the federally-sponsored Canada Student Loans Program, the Saskatchewan Student Loans Program which includes the Forgivable Loans Portion and Loan Remission Subsidy for Special Incentive students, the Interest Write Down Plan, and the Provincial Interest Relief Plan.

In addition, there are numerous scholarship and bursary programs financed by the Saskatchewan Student Aid Fund and jointly administered with other government departments or agencies, or educational institutions.

Awards

Saskatchewan Awards Program

The new Saskatchewan Awards Program was introduced in September, 1988.

Under the program, awards of $500 are presented to the top 390 grade 12 graduates from Saskatchewan high schools. Saskatchewan Scholar Awards of $5,000 are given to seven students demonstrating scholastic superiority along with leadership skills in school and community involvement. Achievement Awards of $3,000 are given to ten students for academic excellence in pursuit of post-secondary education.

The first-ever winners under the Saskatchewan Awards Program were announced in December, 1988.

Scholarships

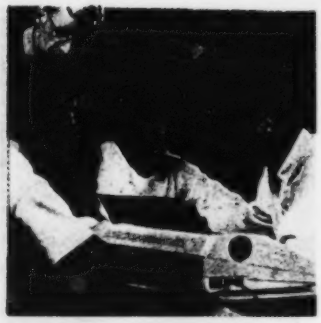
University Scholarships

A total of $6.1 million was allocated to the University of Regina and the University of Saskatchewan in 1988-89 for scholarships to undergraduate and graduate students who achieve high academic standing. This included entrance scholarships and General Proficiency Awards as well as other special awards.

Technical Institute Scholarships

The province allocated $175,850 in 1988-89 for scholarship funding at the Saskatchewan Institute of Applied Science and Technology (SIAST). SIAST uses this funding to provide scholarships valued at $500 each for students in certificate programs, and $1,000 each for students in diploma programs. The scholarships are awarded on the basis of high academic standing.

In addition, entrance scholarships are available to attract top high school graduates to SIAST and



recognize their academic achievement. Scholarships of $750 are available for one-year certificate program students. Diploma program students can receive scholarships worth $1,500.

James Dickson Scholarship

Each year $500 is allocated to be awarded to a Saskatchewan grade 12 graduate of black ancestry entering post-secondary study at an approved educational institution. If no award is made in the year the funds are allocated, two awards may be made the following year. Two awards were provided in 1988-89.

D.R. Simmons Memorial Scholarships

Two awards of $500 each are awarded annually to Saskatchewan grade 12 graduates of Indian or Metis ancestry who are entering post-secondary study at an approved educational institution.

Doreen Kronick Scholarship

One award of $500 is made annually to recognize the scholastic achievement of a post-secondary education student majoring in special education for exceptional children. Saskatchewan Education will award an additional $500 if the recipient is a Saskatchewan resident attending a Saskatchewan university.

Queen Elizabeth II Scholarship

The Queen Elizabeth II Scholarship was established to commemorate the October, 1987 visit by the Queen and the Duke of Edinburgh. One $10,000 scholarship is awarded annually for graduate or post-graduate study of Saskatchewan politics and government at a Saskatchewan university. The scholarship was presented for the first time in 1988-89.

French Language Study/Travel Bursaries

Bursaries to a maximum of $3,000 are available to full time students enrolled in post-secondary programs offered in French. These are defined as programs where at least 60% of the courses are in French.

The travel bursary defrays transportation costs for students in French language courses at approved universities outside Saskatchewan.

The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all bursaries awarded.

French Language Teacher Bursary Plan

Bursaries to a maximum of $1,200 are available to teachers wishing to improve their language teaching skills in French. This includes teachers in French language schools as well as those providing immersion and Core French programs. The Saskatchewan Student Aid Fund is reimbursed by the federal Secretary of State for all bursaries awarded.

Veterinary Fellowship Program

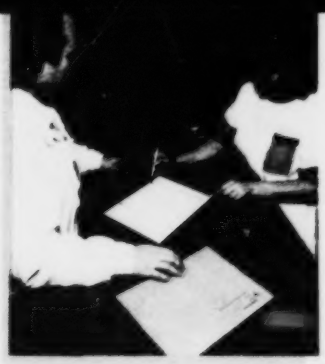
A one-time award of $18,500 was awarded to a graduate of a recognized veterinary medicine college. Preference will be given to resident practitioners and to those who plan to specialize in a field where there is a recognized need in Saskatchewan. There is a one-year service requirement in the province for this award.

Student Loans

Canada Student Loans Program

The Canada Student Loans Program is funded by the federal government and administered by Saskatchewan Education using federal administrative criteria. Its purpose is to provide loan assistance to Saskatchewan residents in meeting the costs of full-time study at the post-secondary level at designated educational institutions. Federal loans are interest-free while students are attending school full-time and for an additional six-month period following graduation or discontinuation of studies.

In 1988-89 loans totalling $56 million were authorized to more than 18,000 students.



Part-Time Canada Student Loans Program

Saskatchewan Education also administers the federally-funded Canada Student Loans Program for part-time students. This program provides interest-bearing loan assistance to students who have cash-flow problems and are unable to meet their immediate educational expenses. Interest charges begin on the date the loan is negotiated, and repayment begins 30 days later.

Under this program, a part-time student may borrow up to $2,500. Loans totalling more than $94,000 were authorized to 92 students in 1988-89.

Saskatchewan Student Loans Program

The Saskatchewan Student Loans Program is funded by the Government of Saskatchewan. Criteria are the same as the Canada Student Loans Program. To receive a provincial loan, students must have qualified for maximum Canada Student Loan assistance, or be enrolled in an approved Adult Basic Education course.

Under the Saskatchewan Student Loans Program, full-time post-secondary students may receive up to $145 per week for courses greater than 11 weeks in duration. Students in courses 4 to 11 weeks in duration may receive up to $75 per week, if the course is part of a longer program. Adult Basic Education students may receive up to $250 per week.

Based on assessed need, a student who qualifies as a Special Incentive student may receive an additional $110 per week of study. To qualify, a student must be at least one of the following:

- a single parent with full-time custody of his or her own children;
- a Non-Status Indian or Metis;
- accepted into the Vocational Rehabilitation of Disabled Persons Program;
- accepted into the Special Incentive Program for Northerners.

Provincial loans are interest-free while recipients are full-time students, and for an additional six-month period following graduation or discontinuation of studies. Loans are issued by and repayable to the Saskatchewan Student Aid Fund.

Saskatchewan Student Loans worth approximately $44.9 million were authorized to more than 14,000 students in 1988-89.

As of June 30, 1989 the Saskatchewan Student Aid Fund's loan accounts receivable totalled $73 million. At that time approximately 23,000 loans were at various stages in the student loan process, from authorization of funds to repayment. This compares to approximately 19,000 loans worth nearly $48 million at the conclusion of the previous reporting year.

Forgivable Portion of Saskatchewan Student Loans

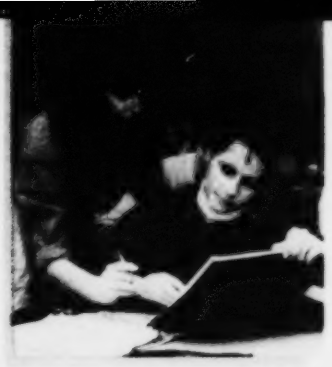
Special Incentive students and others with high need may be eligible to have a portion of their Saskatchewan Student Loans forgiven. Loans are forgiven only if the student successfully completes at least 60% of a full course load during each study period for which assistance is authorized. Forgivable loans are available for Adult Basic Education and the first five years of post-secondary study. After the first five years of schooling, all authorized assistance is repayable.

In 1988-89 approximately $6 million in forgiveness benefits was approved for 2,684 students.

Loan Remission Subsidy for Special Incentive Students

Special Incentive students who successfully complete at least 60% of a full course load are eligible to apply to the province for full remission of their repayable Canada and Saskatchewan Student Loans for the first 60 weeks of post-secondary education.

Students with post-secondary education prior to August 1, 1988 will have former program rules applied and the remission subsidy will be equal to full remission of their repayable Canada Student Loans and Saskatchewan Student Loans for the first year of post-secondary study.



Students who successfully complete at least 60% of a full course load in their second year are eligible to apply for 50% remission.

Adult Basic Education students who qualify as Special Incentive students are eligible to apply for full remission of their Saskatchewan Student Loans authorized for Adult Basic Education, contingent upon successful completion of courses.

In 1988-89 more than $5 million in remission benefits was approved for approximately 1,200 students.

Interest Write Down Plan

The Interest Write Down Plan subsidizes the student for interest costs over 6% for the first three years of a standard repayment period. This provincial program is applicable to both federal and provincial loans authorized by Saskatchewan Education for courses commencing between May 1, 1986 and July 31, 1989.

In 1988-89 subsidies totalling $5 million were provided to 6,923 students.

Saskatchewan Interest Relief Plan

Students can obtain up to 18 months of additional interest-free status for Saskatchewan Student Loans through the provincial Interest Relief Plan. No payments are required during the approved interest relief period. To qualify, students must be in financial difficulty due to unemployment, illness or other extenuating circumstances.

In 1988-89 interest relief was provided to approximately 500 students, up from 77 students the previous year.

Fuhrmann Emergency Loans

This program provides short-term loans to a maximum of $400 each to full-time students attending the Saskatchewan Institute of Applied Science and Technology. Loans are authorized only when all other financial resources have been exhausted. They must be repaid in 90 days. This program was made possible by a $12,000 donation from the Fuhrmann family of Regina.

Information and Counselling

Saskatchewan Education's Student Financial Assistance Branch offers information and counselling services to students, their families, educational institutions and the general public.

In 1988-89 a monthly average of 7,000 telephone calls and personal visits were received, dealing with general program inquiries along with more specific matters such as loan status and repayment criteria. Individual assistance and counselling was provided to more than 1,000 students and their families.

Fifty information meetings were held by branch staff in communities all over Saskatchewan, including northern Saskatchewan. Approximately 5,000 people attended these sessions to gain a better understanding of available programs. The demand for this service continues to increase.

Program Services for Students

Transcripts and Evaluations

Documents of high school standing for out-of-province students are evaluated by Saskatchewan Education to determine Saskatchewan Division IV course and credit equivalencies.

A Credit Transfer Guide was developed in 1988-89 to help principals and guidance counsellors make informed decisions on the placement of out-of-province students within the Saskatchewan secondary school system. The guide will be distributed to schools in August, 1989. Inservice training will also begin at that time.

The objective is to help school officials at the local level with their initial assessments of students from outside Saskatchewan. Final evaluation and placement will continue to be done by Saskatchewan Education.

A total of 1,249 students requested evaluations in 1988-89. An additional 251 students from recognized

music schools and conservatories were evaluated and granted standing, along with 115 students granted standing in Cadet Training.

A total of 65,265 transcripts of high school marks were issued to universities, other post-secondary institutions and students.

Consultative services were provided to the public on high school requirements, admission requirements to post-secondary institutions and equivalent standing granted by other provinces to Saskatchewan students.

Student Exchanges

Saskatchewan Education provides ongoing support to a number of programs that enable students to expand their educational horizons beyond Saskatchewan's borders.

These include the Interchange on Canadian Studies, the international baccalaureate program at Lester B. Pearson College of the Pacific, and Saskatchewan-Quebec Student Exchanges.

School Telecasts

Over a thirty week period, a series of thirty minute programs were broadcast for five days per week to students during school hours through the school telecast service. This service is provided by Saskatchewan Education in cooperation with the Canadian Broadcasting Corporation (CBC) and its affiliates. These programs addressed topics such as current events, critical thinking skills, language arts, mathematics, science, social studies and arts education.

Grade 12 Examinations

Saskatchewan Education administers examinations for grade 12 students instructed by non-accredited teachers. These examinations are written in January, June and August each year.

Traditional examinations were prepared for six subjects at the grade 12 level while machine scored examinations were prepared for 12 subjects. Approximately 25,600 papers were marked over the three sittings. More than 619 writing centres were provided in-province and 15 out-of-province to accommodate the examination process.

Services to Teachers, Schools and School Divisions

Saskatchewan Education provides support services such as accreditation and certification to assist teachers in performance of their duties. The department also provides a variety of administrative and program support services to Saskatchewan schools. In addition, Saskatchewan Education assists with planning and financing school facilities and oversees all grants to local school divisions.

Highlights

- Nine Saskatchewan teachers participated in exchange programs with Germany, the United Kingdom and the United States.
- More than $414 million was provided to Saskatchewan school boards for operating grants and debt retirement. A further $48 million was provided for capital projects.
- A capital project was undertaken at Viscount School in the town of Viscount to evaluate and incorporate the latest technology for teaching and learning.
- A new approach to funding capital projects was introduced that will allow local school boards more lead time to plan their projects and arrange financing.

Services to Teachers

Teacher Accreditation

Accreditation allows teachers to determine final grade 12 marks for specified subjects. Approximately 1,200 practising teachers in Saskatchewan have been accredited by Saskatchewan Education.

Saskatchewan Education offers consultative services on an ongoing basis, providing information on requirements teachers must meet to become accredited. Records of approved accreditations are also maintained.

Certification and Qualifications

Saskatchewan Education is responsible for assessing teacher qualifications and issuing certificates.

The regulations for certification requirements and the classification of teachers remained unchanged during the year.

University enrolment in regular teacher education programs showed an increase from the previous year. There were 2,041 (including SUNTEP, NORTEP and ITEP) education students enrolled at the University of Saskatchewan in 1988-89, up from 1,969 the previous year. University of Regina enrolment was 1,118, up from 1,088 in 1987-88. One thousand and seventy-two teachers were issued certificates to teach in the province, including 727 who trained at Saskatchewan's two universities.

The Board of Teacher Education and Certification met four times and reviewed 27 appeals from teachers regarding certification.

The Teacher Classification Board met three times and heard 23 appeals.

Teacher Exchanges

Saskatchewan Education administers the Canadian Education Association Teacher Exchange Program. This program allows experienced Saskatchewan teachers to spend a year on exchange with a teacher who has a similar teaching assignment in a foreign country. The program involves the United States, the United Kingdom and Germany.

Nine exchanges were arranged in 1988-89 with two teachers going to Germany, six to the United Kingdom and one to the United States. Their foreign counterparts spent the year teaching in Regina, Saskatoon, White City, Hanley, Guernsey, Laird and Hague.

Student Evaluation Handbook

Preparation of a student evaluation handbook commenced during the year. The purpose of the handbook is to provide teachers with additional information on effective evaluation practices.

Saskatchewan Education has contracted the Saskatchewan Instructional Development and Research Unit from the University of Regina to assist with the project. The target completion date is spring, 1990.

Services to Schools

Educational Resources Distribution

During the reporting year, Saskatchewan Education offered a 16mm film loan service to Saskatchewan schools along with audio and video tape duplication of educational programming. Effective April 1, 1989 the provision of these services was transferred to Media House Productions Incorporated. Through the Book Bureau, the department serves as a retail distributor of school textbooks, workbooks, reference books and related print and non-print materials for use in Saskatchewan schools and the Correspondence School.

These classroom resources are purchased directly from publishers at discount prices and sold to school divisions, teachers and students at minimum cost.

Sales for the year totalled $5.2 million. The inventory remaining at year end was valued at $1.8 million. A net income of $141,197 was transferred to the Consolidated Fund.

Saskatchewan School Improvement Program

The Saskatchewan School Improvement Program (SSIP) provides an improved framework for managing change and implementing new initiatives at the local school level.

The purpose of the program is twofold: to explore means of improving school effectiveness by fostering a more personalized atmosphere, and to involve more people in educational planning and problem solving at the local level where the impact of change is most keenly felt.

SSIP was expanded to include an additional 28 schools in 1988-89. There are now 56 schools in 28 school divisions involved in the program.

Saskatchewan Education conducted a summer training session, networking meetings, on-site visitations and informal contacts during the year to help school staff become more familiar with the program. Teachers and other school officials involved in the program reported improved problem-solving, goal setting, planning, overall school climate, and communication in their schools.

SSIP will continue to expand during the 1989-90 school year. Twenty-nine additional schools and nine new school divisions will begin involvement with the program. In addition, several school divisions are expanding the program to include more schools within their division.

Driver Education

Saskatchewan Education undertook a number of initiatives in driver education during 1988-89.

In July and August, 1988 a Driver Instructor Preparatory Course was held in Moose Jaw in conjunction with the Palliser Campus of SIAST. Twelve candidates graduated from the course.

Work continued on the development and evaluation of an enriched course of studies for the high school program.

In response to demand, a second edition of the publication *Driver Education for Saskatchewan Youth: A Guide for Parents* was completed. Twenty thousand copies were distributed to parents and guardians of students enrolled in the program.

Continued progress was made in developing and producing driver education materials for use by French-speaking students.

A driver's handbook for special needs students was produced and tested. This was a joint project with the Saskatoon Public Board of Education.

Consultative services were provided to boards of education on all aspects of the driver education program including interpreting policy, staffing and program delivery.

Saskatchewan Education played a lead role in federal-provincial initiatives associated with the National Impaired Driving Strategy. Work began on development of a module (course component) on impaired driving for use in driver education, health, human justice and related high school programs across Saskatchewan and Canada.

Driving Without Impairment

The Driving Without Impairment (DWI) Program is designed to deal at the community level with the problem of drinking and driving.

Although supported by the department, the program draws its strength from local groups in more than 40 Saskatchewan communities. The 16-hour course taught by community members consists of formal lectures and group discussions on a wide range of topics related to alcohol, other drugs and driving, emphasizing the incompatibility of driving with alcohol or drug use.

Two provincial conferences of program coordinators, local DWI committee representatives and Alcohol and Drug Abuse Society representatives were held during the year, one in Swift Current and another in Regina. Over 50 representatives from all over Saskatchewan attended each conference.

Graduation Celebrations

In March, 1989 a new publication was completed that serves as a planning guide for holding alcohol and drug-free high school graduations. *More to Remember: Alcohol and Drug-Free Graduations* was a joint project of the Parent Resources Institute for Drug Education (PRIDE Canada) and Saskatchewan Education. PRIDE Canada researched and prepared the booklet. Saskatchewan Education provided financial assistance and made the booklet available to all provincial schools.

Pupil Transportation Safety

Saskatchewan Education held several workshops for school bus drivers to help maintain their excellent record in safely transporting students to and from school. The workshops dealt with the role of the drivers, emergency drills, policy issues and the safe operation of buses. Over 200 drivers and other school personnel attended.

Ongoing consultative services were provided by Saskatchewan Education to drivers, parents, school boards and other school officials on transportation issues.

Independent Schools

A new policy on independent schools was announced in June, 1988 following release of the *Dirks Report on Private Schooling*. In 1988-89 steps were taken to begin implementation of the policy provisions.

A new Independent Schools Branch was established within Saskatchewan Education to coordinate drafting of regulations and policy implementation.

During its first year of operation, the branch oversaw payment of 1988 property taxes totalling $103,000 to 13 independent schools. Legislation was prepared to provide a legal framework for regulation of independent schools, and to give them a permanent property tax exemption. The legislation should be ready for introduction early in 1989-90.

In January, 1989 it was announced that an advisory board will be established to help develop regulations

for independent schools. The board will include representatives from all major interest groups including parents, employers, public and private schools, and the universities. The board will be in place by fall, 1989.

Services to School Divisions

Regional Offices

Saskatchewan Education has regional offices in Weyburn, Swift Current, Saskatoon, Melfort, North Battleford, Regina and La Ronge.

The regional office network makes Saskatchewan Education more accessible to the people it serves. These offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

Regional offices assist local school divisions with establishing special education progams, approving funding and monitoring existing programs. They increase awareness of new initiatives in curriculum development and help to implement new courses of study.

Capital project proposals from school divisions receive initial consideration at the regional level. The regional offices also review all information used to determine school division grants.

Regional offices assist with the interpretation of legislation, regulations and policy. They are also responsible for reviewing and approving applications for financial assistance through the Education Development Fund.

Field Support Services Division

In June, 1989 a new Field Support Division was established within Saskatchewan Education to work with local school divisions in carrying out department initiatives. This provides a means for Saskatchewan Education to work more closely with local school divisions on all matters relating to public education.

The mandate of this division is to provide a provincial framework through which services of a specialized and/or social nature can be made available to students. Specific goals are as follows:

- to provide individuals with life-long learning opportunities at the grade 9 to 12 level through the Correspondence School;
- to provide a recognized alternative educational program for deaf and deaf-blind children in a congregated setting through the R.J.D. Williams Provincial School for the Deaf;
- to provide consultative services with respect to drug and alcohol education, driver training, graduation celebrations and driving without impairment;
- to provide leadership, direction and support to the kindergarten to grade 12 and post-secondary school systems in the areas of guidance services, program instruction and life/career planning;
- to analyze, research and report on the status of early school leavers in Saskatchewan, and projects currently in place to promote student retention;
- to acquire, develop, field test and promote successful strategies that encourage grade twelve completion;
- to analyze, research and report on the status of school/community interaction in Saskatchewan along with projects currently in place to promote positive interaction; and,
- to acquire, develop, field test and promote successful strategies that support and encourage positive school/community interaction. Specific emphasis will be given to a seniors strategy, school/business partnerships, and family and community involvement.

Facilities Planning

Saskatchewan Education shares responsibility for planning, constructing and financing of kindergarten to grade 12 school facilities with local boards of education.

School construction costs for approved projects are cost-shared on the basis of the individual school

board's ability to pay. Local boards provide an average of 20% of total project costs.

Saskatchewan Education issued funding approvals for 23 capital projects totalling $40.2 million in 1988-89. A further $7.8 million was provided for roof repairs, relocatable classrooms, emergency repairs and other maintenance projects.

In July, 1988 revisions were introduced to the system for funding capital projects in the primary and secondary school system. Approval in principle can now be given to capital projects as much as two years in advance of implementation. This allows local school boards more lead time to plan their projects and arrange financing. This change has been well received at the local level.

In spring, 1989 work began on development of the first integrated "high technology" teaching facility in the province at Viscount School in the town of Viscount. This is a joint project involving Saskatchewan Education, the Lanigan School Division, the Saskatchewan Future Corporation, and private sector interests.

The objective is to evaluate and incorporate the latest technology for teaching and learning at Viscount School. The school could serve as a prototype for what Saskatchewan classrooms will look like in the twenty-first century. The project is scheduled for completion in 1990.

Funding

Funding provided by the province to school divisions encompasses three main categories: the foundation operating grant, long-term debt retirement recognition, and the Education Development Fund (EDF).

The operating grant is designed to provide equality of educational opportunity without requiring unduly high property taxation at the local level. It is based on recognized province-wide per pupil expenditures and the ability of school boards to raise funds through property taxation.

In proportion, more provincial funding is provided to school divisions that have a low local revenue generating ability, relative to school divisions which have a high revenue generating ability.

Debt retirement consists of monies used to repay the principal and interest costs on capital projects such as new schools or renovations. On average, the province pays for 80% of the cost of these projects and the local board pays the remaining 20%.

The Education Development Fund provides money to school divisions to undertake program improvements, implement efficiency measures and acquire learning resources such as library materials and computers. A total of $13,750,000 was allocated to school divisions in 1988-89.

Provincial funding to school boards in 1988-89 totalled $414,094,900. The statistical section of this report shows comparable figures for 1983 to 1989.

Provincial Library

The Provincial Library supports the learning process by making library resources available to people across Saskatchewan through the public library network.

Highlights

- The *Report of the Task Force on Library Services for People with Disabilities* was released, providing recommendations on how these services can be improved.
- Fourteen members were appointed to the Saskatchewan Library Board.
- The Northern Library Services section was moved from Regina to La Ronge, bringing these services closer to the people who use them.

Overview of Library Services

The Provincial Library serves as a coordinating agency as well as a resource and information centre within the provincial public library system.

The library provides grants and support services to regional, municipal and northern libraries. It also administers legislation and regulations governing the operation of public libraries and the Bureau of Statistics.

Saskatchewan Library Board

The Saskatchewan Library Board provides advice to the Minister of Saskatchewan Education on the coordination and planning of Saskatchewan's public library system. Fourteen new members were appointed in June, 1989.

Groups represented on the board include regional and municipal library boards, the Saskatchewan School Trustees Association, the Saskatchewan Association of Rural Municipalities, the Saskatchewan Urban Muncipalities Association, and the public at large. Provision was also made for representation from the new northern library board once it is in place.

Professional Services

Library Automation

In May, 1989 a contract was signed with Dynix Library Systems Inc. to acquire an automated library system. This mini-computer based system will automate several library functions.

The major benefits of the system will be:

- better tracking of books on loan from the library;
- improved and more current information on books held by the library; and,
- increased availability of statistical reports on library activities.

The new automated system is also intended to serve as a model for other medium-sized libraries in the province. The new system should be fully operational in early 1990.

Northern Library Services

In September, 1988 the Northern Library Services unit was moved from Regina to La Ronge. This entailed moving a 30,000 book collection and relocating two staff. This was the first step in the process of creating a coordinated library system in northern Saskatchewan.

A northern union catalogue was created, also to support improved coordination in the north. The catalogue contains titles held by Northern Library Services and the northern libraries of Beauval, Buffalo Narrows, Ile-a-la-Crosse, La Loche, La Ronge, Montreal Lake, Pelican Narrows, Stanley Mission and Kitsaki.

Task Force Report

The *Report of the Task Force on Library Services for People with Disabilities* was released in October, 1988.

The task force recommends that library services should be as accessible to people with disabilities as they are to other users. The report outlines the roles and responsibilities of each level of the library system and the course of action they can take to meet the needs of the disabled. Other recommendations include increasing community involvement in the library system, assessing needs at the local level, and ensuring adequate planning, budgeting and staffing.

Multicultural Project

A Multicultural Library Services Development Project was initiated in the communities of Elfros, Kamsack and Melville.

The purpose of the project is to improve library services for people with various cultural backgrounds, and increase awareness of library services among cultural groups. In addition, it will identify needs assessment models appropriate to communities of different sizes.

The project is a joint undertaking of the Provincial Library, the Multicultural Council of Saskatchewan and the Elfros, Kamsack and Melville branches of Parkland Regional Library.

Collections Policy

A comprehensive policy on the Provincial Library's collections was completed.

Part of the Provincial Library's mandate is to buy materials not available in other libraries in the province. The new policy provides a detailed plan whereby client libraries can make the best use of their budgets and of the Provincial Library's services.

Experimental collections in French language videocassettes as well as Thai and Persian language books were started during the year.

Microfiche Catalogue

In order to provide better access to books owned by public libraries, a microfiche union catalogue was distributed to interested library systems. The catalogue lists materials owned by Regina Public Library, Saskatoon Public Library, and the Provincial Library as well as books bought by regional libraries since 1980.

This enabled seven library systems to test the value of lending materials directly between libraries, rather than having to route all requests through the Provincial Library. Approximately 13,000 interlibrary loan requests were handled using the microfiche catalogue in 1988-89.

Acquisitions

New publications acquired during the year included the *Catalogue of French Titles / Catalogue de titres en fransais*, the *Vietnamese Bibliography*, and bibliographies on needs assessment, friends of the library groups, library science videocassettes and strategic planning.

A literacy publishers directory and resources list was compiled and distributed to the public library systems to assist them in purchasing materials with Literacy Council grants.

Access Awareness Week

Libraries participated in National Access Awareness Week by hosting two authors with disabilities, Jean Little and Gwyneth Matthews. Presentations were held in public libraries in twelve communities, with about 350 people attending. The tour was co-sponsored by the Voice of the Handicapped and the Provincial Library, with funding from the Canada Council.

Summer Reading Program

All ten public library systems participated in the 1988 Summer Reading Program — "A Passport to Adventure." Thousands of youngsters participated during July and August. The program was supported by the Saskatchewan Library Association, Saskatchewan Lotteries, the Saskatchewan Weekly Newspaper Association, and the Provincial Library.

Highlights of the program were weekly newspaper contests and performances by childrens' entertainers. These performances were held at 169 different branch libraries and attended by approximately 11,000 children and adults. Performers included Brenda Baker, Noele Hall, Christine Lindgren, Mary Love, Jim Toth, Bonnie Logan, and Penny Whistle.

Training

Greater emphasis was placed on orientation and training workshops for library staff during the year.

Twenty-five library workers from 14 northern communities participated in two training programs. Northern Library Services coordinated the workshops, which covered topics ranging from collection development to program planning. The workshops were specifically designed for northern library workers, who took part in 11 days of intensive work-related instruction.

The Provincial Library and public libraries in Regina, Saskatoon and North Battleford co-sponsored four training workshops on the provision of appropriate services for people with learning disabilities. Two were held in Saskatoon with single sessions in Regina and North Battleford. A total of 80 librarians participated.

Twenty people attended training sessions in North Battleford and Moose Jaw on the selection, weeding, organization and use of government documents.

Sixty library workers attended a Prince Albert workshop on accessing and usihg microfiche catalogues.

Bureau of Statistics

The Bureau of Statistics develops and maintains the provincial economic data that provides a framework for analyzing the performance of Saskatchewan's economy. Data from 1951 to the present is on hand and available to government departments, other government agencies and the public.

The bureau responded to over 4,000 individual requests for information. A number of publications were produced and distributed to a wide range of users. Regular publications include the Saskatchewan Monthly Statistical Review, the Saskatchewan Economic Review, and the Saskatchewan Economic Statistics.

The bureau is a depository for Statistics Canada publications along with annual reports from departments and Crown corporations. Unpublished Canada Census data on Saskatchewan is also available through the bureau.

Data files on imports and exports were revised during the year to conform with a new system used by the federal government. Continued improvements were made to the bureau's computerized data files.

Support Services

A variety of support services are provided to enable the effective delivery of programs. These include policy and planning, communications, data management, personnel, and legislative services.

Policy and Planning

Career Planning Guide

Research and development of a Career Planning Guide for high school students was completed during the year. The guide addresses topics such as career options, occupational awareness, subject selection, post-secondary institutions, program opportunities, admissions and student financial assistance. It is scheduled to be distributed to schools in fall, 1989.

CROSSROADS

CROSSROADS is a computerized information system developed for use in student counselling. The system is updated annually and contains detailed information on over 700 education and training programs in the province.

Many new schools and school divisions purchased CROSSROADS during the past academic year. It was also sold to outside organizations such as Canada Employment and Immigration Commission for use in their Employment Centres in Saskatchewan.

Counselling and Career Development Coordinating Committee

A Provincial Coordinating Committee on Counselling and Career Development was established during the year. The purpose of the committee is to identify ways of improving programs and services for career development and counselling.

The committee has representation from post-secondary educational institutions, professional counsellors, Canada Employment and Immigration Commission and the New Careers Corporation. The provincial departments of Education, Social Services, and Human Resources, Labour and Employment are also represented.

The committee's objective for 1989-90 is development of a work plan that will address issues and needs on a comprehensive, province-wide basis.

Graduate Follow-Up Survey

An annual survey of SIAST graduates is conducted to obtain information on the employment status of graduates and training program effectiveness. The results are published in the Employment Statistics Report. This data is not available from any other source.

The report is used by students and counsellors in selecting post-secondary programs of study, and by institutions for planning future training programs based on labour market conditions.

Labour Market Overview

The Saskatchewan Demographic, Economic and Labour Market Overview is prepared annually to provide a summary of provincial trends in population, employment and the labour market. The information is used to assist various educational institutions in identifying program needs and priorities.

National Statistics Project

Departments of Education from all provinces and Statistics Canada are collaborating on the classification, collection and interpretation of education-related data. The Council of Ministers of Education, Canada (CMEC) is coordinating the project.

The project will encompass both the kindergarten to grade 12 and post-secondary education systems. A technical committee on education statistics has been established at both levels. These two committees are devising a set of nationally comparable statistics which will be presented in a future annual

publication. In addition, a Protocol for a Canadian Education Statistics program has been drafted. The Protocol will outline objectives, programs and understandings to be pursued in improving statistical information on education and training in Canada.

Education Development Fund: The First Three Years

A summary report on the first three years of operation of the Education Development Fund (EDF) was prepared in 1988-89. The report covers the period April 1, 1985 to March 31, 1988 and includes an overview of EDF projects for each education region, along with financial data. The report was widely distributed throughout the school system during the year.

Directors of Education Survey and Report

The Directors of Education survey is conducted annually to provide information to the department and the field on a variety of topics affecting the kindergarten to grade 12 school system. The most recent survey (1987-88) was sent to all Directors of Education and addressed topics such as teacher recruitment, parent and community involvement, program monitoring, and computer use.

Following the release of the 1987-88 report, Directors of Education and Saskatchewan Education staff were consulted regarding appropriate revisions. Their recommendations will be used in the design of the 1988-89 survey.

Women In Education

In January, 1989 Saskatchewan Education sponsored a conference on Learning and Leadership: Women's Participation in Education. Over three hundred delegates attended including elected representatives, senior administrators and educators from both the kindergarten to grade 12 and post-secondary education systems.

The objectives of the conference were:

- to increase awareness of the current status of girls and women within Saskatchewan's education system;
- to identify the reasons for existing participation patterns; and,
- to explore strategies for change.

Saskatchewan Education also prepared a discussion paper which provided an overview of the present status of female students and employees within the school system. The paper was distributed to all conference participants.

At the conference, it was announced that a Kindergarten to Grade 12 Curriculum Advisory Committee on Gender Equity will be established in the coming year. The committee will help to promote gender equity by providing advice on instructional materials, classroom management practices and school policies. In addition, all educational institutions were asked to voluntarily develop goals and action plans to promote equity for female students and employees.

Student Retention

Saskatchewan Education contracted the Saskatchewan Instructional Development and Research Unit to prepare a literature review on the subject of student retention.

Saskatchewan Education also participated in discussions with the departments of Justice, Health and Social Services on the development of a drug and alcohol awareness and prevention strategy.

These initiatives will assist in the development of a province-wide strategy to increase the number of students completing grade 12.

Educational Policies Committee

The Educational Policies Committee (EPC) was established in 1987 to provide advice on kindergarten to grade 12 programs and policies. All major

provincial education organizations are represented on the committee.

EPC met four times in 1988-89, focussing primarily on policy related to the development and implementation of the new core curriculum. These included the common essential learnings, the adaptive dimension, alternative education programs, and locally-developed courses.

Other issues addressed by EPC included:

- student retention;
- Indian and Metis education;
- heritage languages; and,
- policy guidelines for Correspondence School utilization.

Saskatchewan Education provides support services to the committee. This includes preparing EPC's annual report and distributing it to all Saskatchewan schools, directors of education, and school divisions.

School Achievement Indicators Project

The School Achievement Indicators Project is a joint undertaking of all provincial departments of education. The objective is development of a nation-wide indicators system that will enable the provinces to assess the performance of their school programs in comparison with Canada-wide standards.

The project was approved at the September, 1988 annual meeting of the Council of Ministers of Education, Canada.

Interprovincial Cooperation

Saskatchewan Education was actively involved in liaison activities with other departments of education during the year.

In September, 1988 Saskatchewan played host to the annual meeting of the Council of Ministers of Education, Canada. Saskatchewan also hosted the annual convention of the Canadian Education Association and the annual conference of the Canadian Association of School Administrators in 1988-89.

Legislation

Saskatchewan Education administers the legislative and regulatory framework for Saskatchewan's primary, secondary and post-secondary school system.

As of June 30, 1989 the Minister of Education was responsible for administering the following legislation:

- *The Ancillary Dental Personnel Education Act*;
- *The Apprenticeship and Trade Certification Act*;
- *The Architects Act*;
- *The Association of School Business Officials of Saskatchewan Act*;
- *The Education Act*;
- *The Institute Act*;
- *The League of Educational Administrators, Directors and Superintendents Act*;
- *The Private Vocational Schools Regulation Act*;
- *The Public Libraries Act, 1984*;
- *The Regional Colleges Act*;
- *The Registered Music Teachers Act*;
- *The Statistics Act*;
- *The Student Assistance and Student Aid Fund Act, 1985*;
- *The Teachers' Dental Plan Act*;
- *The Teachers' Federation Act*;
- *The Teachers' Life Insurance (Government Contributory) Act*;
- *The Teachers' Superannuation Act*;
- *The University of Regina Act*;
- *The University of Saskatchewan Act*; and,
- *the University of Saskatchewan Foundation Act*.

Communications

Saskatchewan Education provides information on department policies and programs to educators, school officials, students and the general public. The department also prepares and produces a wide range of print material for use in the school system.

Major activities in 1988-89 included:

- preparing communication plans for major campaigns;
- coordinating special events such as official openings and sod-turnings;
- producing and distributing a wide range of print and non-print materials to increase awareness of primary, secondary and post-secondary programs;
- producing print materials for use in the primary and secondary school system;
- assisting with the design of a wide variety of print, audio-visual, television and radio production projects;
- designing and coordinating department displays;
- preparing department news releases, speeches and feature articles;
- providing a media clipping service on education issues; and,
- operating the Inquiry Line, a service used extensively by educators, students and the general public to obtain information on department policies and programs.

Major Projects

Reading Campaign

A province-wide, multi-media campaign featuring Readmoreforus, the Reading Dragon, was organized to encourage children and their parents to read more. This campaign won the 1989 Western Canadian Advertising Industry Award for best multi-media campaign and best television advertisement.

Literacy

Support was provided to organization of the Saskatchewan Literacy Council's province-wide media campaign to increase involvement and support for adult literacy programs. The campaign was conducted in October-November, 1988 and January-February, 1989.

Education Week

A range of promotional activities were planned and coordinated for Education Week 1989, under the supervision of the provincial Education Week Committee. The theme for 1989 was "Education — Shaping You and Your World".

Regional Colleges Week

A campaign was developed to promote awareness of the new mandate for Saskatchewan's regional colleges. It was conducted during National Colleges Week November 21-27, 1988. The theme was "Regional Colleges — A World of Opportunity Close to You," highlighting the accessibility the colleges offer.

PALS Project

A press conference was held to announce introduction of computer-based literacy instruction to Saskatchewan. The event was held on International Literacy Day — September 8, 1988 — in Regina, and included a demonstration of the technology. Official openings were held for the first two PALS (Principles of the Alphabet Literacy System) centres in Regina (January, 1989) and North Battleford (March, 1989).

Jilin Twinning Agreement

A press conference was held in January, 1989 to announce the agreement between Saskatchewan and the Chinese province of Jilin to "twin" White City Elementary School with the Second Experimental School in Jilin.

Information Resources Management

Saskatchewan Education maintains a substantial network of information technology and various computer services. New data bases and automated office systems are developed on an ongoing basis.

Saskatchewan Education operates the following computer information systems on an ongoing basis:

- CROSSROADS;
- Student information system (SIAST, Regional Colleges);
- Student Financial Assistance;
- General Education Development testing program;
- Kindergarten to grade 12 student records;
- Teacher records;
- School grants;
- Correspondence School;
- School records; and,
- Special Education.

Major new system development projects in 1988-89 included:

- a new examination and student records system for Evaluation and Student Services;
- an inventory and financial management system for the Saskatchewan Book Bureau; and,
- a library automation project with the Provincial Library.

Several smaller systems were also developed and implemented to provide support in the following areas:

- Resource Centre library;
- Human Resources functions;
- Adult Basic Education/General Education Development record keeping and examination marking; and,
- attestation and monitoring responsibilities of Canadian Jobs Strategy programs in the Training Programs Coordination Branch.

The department's office support computer systems were also upgraded and expanded. This was done to provide support to curriculum development responsibilities along with other ongoing and new program initiatives.

Human Resources

Saskatchewan Education's Human Resources Division provides support services to the department in the areas of personnel and payroll administration, labour relations, staff training and development, and employment equity. The division also provides advisory services to SIAST and direct labour relations and compensation services to the regional colleges.

Major activities in 1988-89 included the following:

- initiating development of an automated system to provide a responsive data base that assists managers in human resource administration;
- enhancing staff development activities;
- developing employment equity initiatives, including identification of a feeder position to train women for management positions within the department; and,
- initiating work placement opportunities for students with physical and mental disabilities.

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Statistics

Table 1
Primary and secondary school enrolment by grade, 1983-89

Grade	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Kindergarten	15,733	16,375	16,409	16,401	16,650	16,278
Grade 1	17,113	17,162	17,542	17,530	17,503	17,683
Grade 2	15,905	16,109	16,134	16,417	16,410	16,236
Grade 3	15,260	15,732	15,794	15,759	16,010	15,841
Grade 4	15,176	15,192	15,554	15,590	15,595	15,697
Grade 5	14,942	15,140	15,098	15,342	15,498	15,270
Grade 6	15,043	14,889	14,913	14,959	15,113	15,152
Grade 7	15,367	15,249	14,978	15,056	14,960	15,088
Grade 8	15,118	15,032	14,883	14,658	14,647	14,495
Grade 9	15,041	14,862	14,857	14,729	14,492	14,430
Grade 10	14,113	14,494	14,255	14,345	14,440	14,068
Grade 11	13,168	13,160	13,357	13,176	13,218	13,182
Grade 12	13,687	12,884	13,112	13,452	13,473	13,751
Other	2,886	2,947	3,023	2,798	3,134	2,987
Total	198,552	199,227	199,909	200,212	201,143	200,158

Figures in this table do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 2
Geographic distribution of primary and secondary school enrolment, 1983-89

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Rural	90,320	89,924	89,478	88,837	88,499	87,369
Town & Village	4,516	4,584	4,562	4,648	4,597	4,560
Urban	98,388	99,418	100,555	101,411	102,753	102,972
Northern Saskatchewan	5,328	5,301	5,314	5,316	5,294	5,257
Total	198,552	199,227	199,909	200,212	201,143	200,158

Figures in this table do not include students enrolled in the Correspondence School, private schools, the R.J.D. Williams School for the Deaf, or government-aided schools. Kindergarten students are counted as full time students. Lloydminster students on the Alberta side of the border are excluded.

Table 3
Enrolments, teachers and schools by school divisions, 1988-89

Rural	Enrolment	Teachers	Schools
Arcola	1,768	110	8
Assiniboia	1,289	94	10
Battle River	1,722	124	9
Battleford	1,428	77	7
Biggar	1,046	76	9
Blaine Lake	891	71	5
Borderland	1,141	68	5
Broadview	1,434	93	6
Buffalo Plains	2,672	162	11
Canora	977	65	6
Cupar	1,535	98	7
Davidson	1,064	74	8
Deer Park	620	44	6
Eastend	716	55	6
Estevan Rural	970	71	8
Eston-Elrose	1,236	85	7
Gull Lake	699	50	6
Herbert	1,120	82	10
Hudson Bay	1,618	100	7
Humboldt Rural	1,623	119	14
Indian Head	1,716	101	7
Kamsack	1,156	85	8
Kerrobert	1,419	100	9
Kindersley	1,796	107	9
Kinistino	1,021	72	6
Lanigan	1,189	82	10
Last Mountain	1,508	105	10
Leader	1,003	76	8
Long Lake	1,306	88	7
Maple Creek	1,114	80	11
Meadow Lake	2,513	151	12
Moosomin	1,443	94	6
Nipawin	2,514	150	9
Northern Lakes	1,596	110	7
Outlook	1,417	94	10
Oxbow	1,288	87	10
Parkland	1,841	123	9
Potashville	2,257	142	12
Prairie View	1,117	78	7
Prince Albert Rural	2,115	136	13
Radville	654	50	7
Regina (East)	1,135	76	7
Rosetown	1,556	104	9
Saskatchewan Valley	4,275	248	16
Saskatoon (East)	2,155	131	10
Saskatoon (West)	2,692	173	14
Shamrock	1,496	90	7
Shaunavon	1,044	75	10
Sturgis	1,190	86	8
Swift Current Rural	830	62	8
Thunder Creek	1,316	82	10
Tiger Lily	1,274	83	7
Tisdale	1,843	122	12
Turtleford	1,348	85	8
Wadena	2,091	124	12
Wakaw	1,291	92	7
Weyburn Central	769	53	7
Wilkie	1,289	88	9
Wood River	783	57	10
Yorkdale	1,440	103	11
Total	87,369	5,763	524

Rural, Town and Village	Enrolment	Teachers	Schools
Big Butte	0	0	0
Christ King	148	9	1
Estlin	0	0	0
Grand Coulee	89	5	1
Gray	12	1	1
Lemberg	144	10	1
Mankota Our Lady Fatima	51	3	1
Mathieu	86	7	1
Neudorf	133	11	1
Paynton	100	9	1
Pense	141	9	1
St. Alphonse	56	4	1
St. Gabriels	237	11	1
St. Olivier	116	7	1
Spiritwood RCS	127	7	1
Unity	234	14	1
Wilcox	49	3	1
Wilcox St. Augustine	0	0	0
Wilkie St. George	210	13	1
Balcarres	389	30	2
Gravelbourg	387	28	2
Grenfell	407	26	2
Humboldt Public	209	15	1
Humboldt Separate	589	39	2
Humboldt High	357	21	1
Wolseley	289	18	2
Total	4,560	300	28

(continued on next page)

Table 3 continued
Enrolments, teachers and schools by school divisions, 1988-89

City	Enrolment	Teachers	Schools
Estevan Public	1,187	77	6
Estevan Separate	617	41	4
Estevan Comp	580	33	1
Lloydminster Public	1,279	76	10
Lloydminster Separate	527	29	4
Melfort	1,259	74	4
Melville Public	488	23	3
St. Henry's	394	20	1
Melville Comp	615	34	1
Moose Jaw Public	5,046	313	15
Moose Jaw Separate	1,551	102	6
North Battleford Public	2,140	130	6
North Battleford Separate	1,663	100	5
Prince Albert Public	3,997	236	12
Prince Albert Separate	2,485	156	9
Prince Albert Comp	1,606	83	1
Regina Public	24,451	1,386	65
Regina Separate	9,911	558	36
Saskatoon Public	21,843	1,287	53
St. Paul's	12,512	683	38
Swift Current Public	2,143	141	8
Swift Current Separate	250	17	2
Swift Current Comp	905	55	1
Weyburn Public	1,631	98	6
Weyburn Separate	419	21	2
Yorkton Public	2,514	166	8
Yorkton Separate	959	56	4
Total	102,972	5,995	311

Northern Saskatchewan	Enrolment	Teachers	Schools
Creighton	414	25	1
Ile-a-la-Crosse	367	21	1
Northern Lights	4,476	274	30
Total	5,257	320	32
Provincial Total	200,158	12,378	895

Table 4
Primary and secondary school enrolment by grade and geographic distribution, 1988-89

Grade	Rural divisions	Village and town divisions	City divisions	Northern Sask. schools	Special schools	Independent schools	Total
Kindergarten	6,799	434	8,552	493	0	60	16,338
Grade 1	7,591	470	8,938	684	2	112	17,797
Grade 2	7,221	406	8,088	521	5	128	16,369
Grade 3	7,183	437	7,776	445	3	122	15,966
Grade 4	7,265	420	7,619	393	3	119	15,819
Grade 5	7,007	389	7,468	406	6	111	15,387
Grade 6	7,090	434	7,268	360	0	114	15,266
Grade 7	7,012	359	7,356	361	1	140	15,229
Grade 8	7,001	286	6,908	300	4	175	14,674
Grade 9	6,708	265	7,161	296	10	343	14,783
Grade 10	5,796	206	7,858	208	13	464	14,545
Grade 11	5,176	176	7,664	166	14	596	13,792
Grade 12	4,926	214	8,504	107	10	588	14,349
Other	594	64	1,812	517	93	0	3,080
Total	87,369	4,560	102,972	5,257	164	3,072	203,394

Figures in this table do not include students enrolled in the R.J.D. Williams School for the Deaf, or Lloydminster students on the Alberta side of the border.

Statistics

Table 5
Enrolment for independent schools, 1983-89

Year	Independent high schools	Independent elementary programs	Total	Enrolment
1983-84	10	33	43	2,807
1984-85	10	35	45	2,826
1985-86	9	36	45	2,944
1986-87	9	37	46	3,084
1987-88	9	37	46	3,121
1988-89	9	39	48	3,072

Table 6
Grants to universities, 1983-89

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Capital grants	$5,186,000	$11,952,000	$19,370,000	$28,400,000	$23,480,000	$23,988,000
Operating grants	126,192,000	132,501,000	139,379,000	143,560,000	143,560,000	149,360,000
Total	$131,378,000	$144,453,000	$158,749,000	$171,960,000	$167,040,000	$173,348,000

Table 7
University enrolment, degree programs, 1983-89

	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89*
University of Saskatchewan	13,974	14,420	14,487	15,216	14,812	14,746
University of Regina	6,467	6,371	6,354	6,607	6,868	6,964
Total	20,441	20,791	20,841	21,823	21,680	21,710

All figures include full-time equivalent students.
*Estimates for 1988-89.

Statistics

Table 8
Indentures, completions and cancellations by trade, 1988-89

Trade	Number of apprentices July 1/88	Indentures	Cancellations	Completions	Number of apprentices June 30/89
Agriculture machinery technician	31	39	1	1	68
Barber-stylist	0	1	0	0	1
Boilermaker	14	6	3	1	16
Bricklayer	31	11	4	1	37
Carpenter	591	89	197	20	463
Cement finisher	18	6	1	0	23
Cook	62	35	22	7	68
Cosmetologist	25	31	1	2	53
Crane and hoist operator	6	2	0	3	5
Drywall and acoustical mechanic	0	0	0	0	0
Electrician	476	85	73	43	445
Electronics technician (consumer products)	13	2	1	1	13
Glassworker	8	0	0	1	7
Heavy duty equipment mechanic	235	22	39	27	191
Industrial instrument mechanic	11	24	3	0	32
Industrial mechanic (millwright)	78	32	9	11	90
Insulator	1	0	0	0	1
Machinist	66	26	21	4	67
Motor vehicle body repairer	156	52	26	10	172
Motor vehicle mechanic	536	131	120	46	501
Painter and decorator	15	1	7	2	7
Plasterer	0	0	0	0	0
Plumber	297	50	54	23	270
Power lineman	120	20	17	5	118
Refrigeration mechanic	57	25	9	1	72
Roofer	8	11	6	0	13
Sheet metal worker	121	19	29	8	103
Sprinkler system installer	15	3	1	2	15
Steamfitter/pipefitter	50	18	14	2	52
Tilesetter	9	0	3	0	6
Truck and transport mechanic	16	22	3	0	35
Welder	123	48	49	7	115
Total	3,189	811	713	228	3,059

Table 9
Indentures, completions, cancellations and apprentices under contract, 1984-85 to 1988-89

Year	Indentures	Completions	Cancellations	Number of apprentices
1984-85	930	649	593	4,096
1985-86	785	415	853	3,613
1986-87	689	414	473	3,415
1987-88	736	413	549	3,189
1988-89	811	228	713	3,059

Table 10
Enrolment in apprenticeship technical training courses by trade and stage of training, 1988-89

Trade	All levels	Enrolment Levels			
		First	Second	Third	Fourth
Agricultural machinery technician	43	8	14	13	8
Barber-stylist	N/A	N/A	N/A	N/A	N/A
Boilermaker	7	4	0	3	N/A
Bricklayer	23	5	10	8	N/A
Carpenter	263	89	52	58	64
Cement finisher	7	5	2	N/A	N/A
Cook (day release)	27	8	10	9	N/A
Cook (traditional)	10	3	3	4	N/A
Cosmetologist	N/A	N/A	N/A	N/A	N/A
Crane and hoist operator	N/A	N/A	N/A	N/A	N/A
Drywall and acoustical mechanic	N/A	N/A	N/A	N/A	N/A
Electrician	270	46	43	88	93
Electronics technician (consumer products)	5	0	0	4	1
Glassworker	3	1	2	0	0
Heavy duty equipment mechanic	124	19	34	71	N/A
Industrial instrument mechanic	31	13	9	9	N/A
Industrial mechanic (millwright)	40	7	7	13	13
Insulator	1	1	N/A	N/A	N/A
Machinist	45	7	7	21	10
Motor vehicle body repairer	72	14	21	37	N/A
Motor vehicle mechanic	340	62	60	131	87
Painter and decorator	6	3	3	N/A	N/A
Plasterer	N/A	N/A	N/A	N/A	N/A
Plumber	196	68	44	45	39
Power lineman	72	16	16	24	16
Refrigeration mechanic	49	8	24	9	8
Roofer	12	9	2	1	N/A
Sheet metal worker	75	21	32	9	13
Sprinkler system installer	6	3	3	0	N/A
Steamfitter/pipefitter	33	14	13	4	2
Tilesetter	3	3	0	0	N/A
Truck and transport mechanic	16	7	9	N/A	N/A
Welder	57	16	22	19	N/A
Total	1,836	460	442	580	354

N/A = Technical training is either not applicable or not available for the trade or a particular level of the trade.

Statistics

Table 11
Interprovincial standards examinations, 1987-1989

Trades	1987-88		1988-89	
	Number examined	Number passed	Number examined	Number passed
Boilermaker	1	1	1	2
Bricklayer	9	8	8	1
Carpenter	61	43	87	55
Cook	18	14	40	25
*Cosmetologist	N/A	N/A	53	43
Electrician	101	75	113	80
Electronics technician	9	7	2	1
*Glassworker	N/A	N/A	0	0
Heavy duty equipment mechanic	104	69	40	42
Industrial instrument mechanic	15	8	18	15
Industrial mechanic (millwright)	18	12	27	20
Machinist	19	12	29	19
Motor vehicle body repairer	26	17	42	21
Motor vehicle mechanic	98	79	106	81
Painter and decorator	8	8	3	4
Plumber	11	9	15	9
Power lineman	4	1	0	0
Refrigeration mechanic	5	2	2	2
Roofer	1	1	2	1
Sheet metal worker	16	13	14	17
Sprinkler system installer	0	0	1	4
Steamfitter/pipefitter	13	11	12	11
Truck and transport mechanic	2	1	14	9
Welder	33	26	23	14
Total	572	417	652	476

*The cosmetologist and the glassworker trades became involved in the Interprovincial Standards Examination Program during 1988-89.

Statistics

Table 12
Tradesmen upgrading and journeymen updating, July 1, 1988 to June 30, 1989

Trades	Tradesmen upgrading	Journeymen updating
Barber-stylist/cosmetologist	0	29
Carpenter	42	96
Cement finisher	46	0
Cook	32	0
Cosmetologist	2	0
Crane and hoist operator	80	45
Electrician	2	210
Electronics technician (consumer products)	0	20
Heavy duty equipment mechanic	5	0
Industrial instrument mechanic	12	0
Machinist	0	9
Motor vehicle body repairer	1	367
Motor vehicle mechanic	3	390
Painter and decorator	2	0
Plumber	1	0
Power lineman	12	0
Refrigeration mechanic	0	19
Roofer	1	0
Sheet metal worker	0	54
Steamfitter/pipefitter	2	86
Welder	87	75
Total	330	1,400

Table 13
Industrial-based training — skill investment program, April 1, 1988 to March 31, 1989

Trade	Contracts	Trainees	Training days
Agriculture	2	2	28
Clerical	500	632	7,672
Construction	5	8	421
Fabrication and assembly	1	3	20
Forestry and logging	0	0	0
Heavy duty equipment operator	0	0	0
Management and supervision	34	54	1,228
Mechanics	4	4	40
Mining	0	0	0
Nursing and related	0	0	0
Pulp and paper	0	0	0
Service and related	9	14	2,429
Transportation	0	0	0
Others	17	44	2,918
Total	572	761	14,756

Table 14
Industrial-based training — skill shortages program, April 1, 1988 to March 31, 1989

Trade	Contracts	Trainees	Training days
Aircraft mechanic	1	5	650
Chef	47	53	14,318
Computer operator	39	95	4,065
Design engineer	0	0	0
Electrician	6	37	1,223
Electrical engineering technologist	10	15	2,035
Heavy duty equipment mechanic	37	51	11,473
Tool and die maker	0	0	0
Machinist	17	33	7,182
Mechanical engineering technologist	0	0	0
Industrial mechanic (millwright)	0	0	0
Steamfitter/pipefitter	0	0	0
Power engineer	0	0	0
Welder	0	0	0
Motor vehicle mechanic	88	87	22,911
Motor vehicle body repairer	42	44	11,196
Others	79	126	19,631
Total	366	546	94,684

Statistics

Table 15
Vocational rehabilitation of disabled persons (VRDP) program: training area and enrolment, 1987-89

Training area	1987-88 Enrolment	1988-89 Enrolment
Universities	151	182
Technical institutes	83	345
Regional colleges	231	35
Trade schools	24	45
Special training centres	139	147
Other training services	18	19
Training-on-the-job	25	28
Out-of-province training	38	30
Foreign training	8	10
Total	717	841

Table 16
Registered private vocational schools — enrolment by course, 1987-88

Courses	Number of schools (1988)	1987 enrolment	1988 enrolment
Auction school	1	10	3
Bartending	1	78	61
Beauty culture	7	447	464
Business/computers	18	2,580	3,150
Design and sewing	1	14	20
Electrolysis	1	15	18
Esthetics	4	48	92
Flying school	2	—	42
Income tax	1	108	157
Life skills training	7	346	330
Musician training	1	28	38
Radio broadcasting	2	109	149
Saskatchewan Safety Council	1	503	621
Security	1	—	109
Total	48	4,286	5,254

Enrolment figures are for 1987 and 1988 calendar years.

Table 17
Registered private vocational schools — enrolment by school, 1988 (January 1 – December 31, 1988)

School	Enrolment
Academy of Esthetics	7
Artistique Beauty College Co. Ltd.	40
Avant-Garde College of Esthetics	19
Bender's Auction School	3
Bridge City College Ltd.	109
Broxbourne, Prince Albert	0
B.S.D. Training and Resources Ltd.	164
Control Data Institute	3
Compucollege – Prince Albert	213
Compucollege – Regina	670
Compucollege – Saskatoon	494
Expressions Academy of Hair Design	28
Fine Art Bartending School	61
Hair Design Academy	41
H & R Block	157
Hi-Tech School of Human Excellence	0
Hospitality Management Institute	10
Life Management Centre	17
Marvel Beauty School – Regina	53
Marvel Beauty School – Saskatoon	135
MBT College, Saskatoon	0
McKay Tech Inc.	138
Michel-Alynn School of Esthetics and Cosmetology Ltd.	18
Mitchinson Flying Service Ltd.	32
Ontrac Training	76
Performance Development and Training	27
Prairie Broadcast Training Institute	85
Prince Albert Business College	92
Professional Careers Inc.	0
Professional Musicians College	38
Reeves Business College	96
Regina Open Door Society	36
Reliance College of Business	136
Richards Beauty College Ltd.	138
Robertson Career College – Regina	196
Robertson Career College – Saskatoon	376
Saskatchewan Safety Council	621
Saskatoon Business College Ltd.	543
Saskatoon Flying Service Ltd.	10
St. Tropezz School of Estheticianal Artistry	48
Southwest Academy of Cosmetology	29
Universal Career College	74
Western Academy Broadcasting College	64
Western College of Business Inc.	33
Western Trade Training Institute	76
Yorkton Open Door Society	10
Yvonne Yuen Design and Sewing School	20
Zodiac The Electrolysis Training Centre and Clinic	18
Total	5,254

Statistics

Table 18
Grants to regional colleges, 1988-1989

Regional College	1988-89 Fiscal Year
Carlton Trail	$586,112
Cumberland	523,849
Cypress Hills	614,310
Lakeland	155,044
Northlands Career College	859,860
North West	625,366
Parkland	664,155
Prairie West	576,714
Southeast	800,493
Total	$5,405,903

Table 19
Regional colleges: enrolment by type of program, 1988-89

Program type	CT	C	CH	LC	NCC	NW	P	PW	SI	SE	Total
Agriculture	115	82	300	30	0	324	229	515	43	145	1,783
Apprenticeship	0	0	0	0	13	0	24	0	31	0	68
English Language Training	0	0	16	0	12	19	14	0	0	0	61
Family/Community	586	108	369	28	230	215	298	429	75	667	3,005
General Educational Development	117	43	173	40	96	180	251	206	80	223	1,409
Health & Fitness	595	411	396	0	33	188	669	310	0	1,103	3,705
Home Skills	278	10	77	22	16	48	451	156	0	344	1,402
Institute Certificate	275	135	221	81	223	251	270	144	15	391	2,006
Institute Diploma	0	0	0	0	10	46	0	0	18	0	74
Literacy	0	0	87	0	0	0	0	0	0	0	87
Personal & Career	1,039	790	1,376	63	1,448	1,006	1,458	954	323	2,098	10,555
Personal Life Skills Development	0	0	0	0	12	12	0	0	0	0	24
Pre-Employment/Indentured Trades	0	0	26	0	10	11	0	0	0	0	47
Pre-Employment/Non-Indentured Trades	0	0	14	0	59	10	22	0	0	8	113
Training In Industry	0	0	59	0	0	21	104	155	23	32	394
University Classes	95	0	266	0	100	409	414	100	0	308	1,692
Vocational Preparation	82	78	147	38	307	355	285	0	23	136	1,451
Total	3,182	1,657	3,527	302	2,569	3,095	4,489	2,969	631	5,455	27,876

CT: Carlton Trail; C: Cumberland; CH: Cypress Hills; LC: Lakeland College; NCC: Northlands Career College; NW: North West; P: Parkland; PW: Prairie West; SI: Saskatchewan Indian; SE: Southeast.

Note: Adult Basic Education (ABE) refers to the following programs/courses: English Language Training, Personal Life Skills Development, and Vocational Preparation.

Statistics

Table 20
Regional colleges: training days by type of program, 1988-89

Program type	CT	C	CH	LC	NCC	NW	P	PW	SI	SE	Total
Agriculture	895	404	217	56	0	1,176	762	2,941	13,656	152	20,259
Apprenticeship	0	0	0	0	1,645	0	3,840	0	6,915	0	12,400
English Language Training	0	0	1,600	0	240	2,115	1,120	0	0	0	5,075
Family/Community	791	167	719	23	66,902	439	418	529	1,020	1,103	72,111
General Educational Development	189	91	313	91	136	364	519	415	120	384	2,622
Health & Fitness	1,326	970	794	0	151	471	1,108	823	0	2,472	8,115
Home Skills	548	18	101	9	90	107	637	317	0	808	2,635
Institute Certificate	14,197	7,265	15,819	14,328	29,898	15,565	23,858	9,347	360	19,809	150,446
Institute Diploma	0	0	0	0	1,850	1,610	0	0	8,200	0	11,660
Literacy	0	0	12,540	0	0	0	0	0	0	0	12,540
Personal & Career	5,860	5,384	4,045	503	120,645	4,323	3,727	2,560	11,931	9,222	168,200
Personal Life Skills Development	0	0	0	0	1,440	1,056	0	0	0	0	2,496
Pre-Employment/Indentured Trades	0	0	1,897	0	1,050	2,310	0	0	0	0	5,257
Pre-Employment/Non-Indentured Trades	0	0	1,200	0	6,655	1,288	2,930	0	0	800	12,873
Training In Industry	0	0	59	0	0	21	143	170	3,381	61	3,835
University Classes	1,083	0	3,149	0	4,630	3,816	5,692	1,421	0	3,093	22,884
Vocational Preparation	12,251	11,355	19,995	4,135	46,525	60,604	50,770	0	2,530	19,698	227,863
Total	37,140	25,654	62,448	19,145	281,857	95,265	95,524	18,523	48,113	57,602	741,271

CT: Carlton Trail; C: Cumberland; CH: Cypress Hills; LC: Lakeland College; NCC: Northlands Career College; NW: North West; P: Parkland; PW: Prairie West; SI: Saskatchewan Indian; SE: Southeast.

Note: Adult Basic Education (ABE) refers to the following programs/courses: English Language Training, Personal Life Skills Development, and Vocational Preparation.

Table 21
Enrolment in French language programs, 1988-89

Program	Kindergarten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total
French language schools for Fransaskois	130	383	285	171	106	1,075
Immersion/bilingual for Anglophones	1,713	4,249	2,379	976	512	9,829
Core French	2,238	18,045	26,591	37,365	12,875	97,114
Total	4,081	22,677	29,255	38,512	13,493	108,018

Statistics

Table 22
Educational services to children with disabilities, 1988-89

Special Services	Nature of Handicap						Total
	TMR	VI	HI	OH	CHI	MH	
Special Equipment	—	—	8	5	1	1	15
Consult with equipment	—	3	3	15	4	—	25
Teacher aide	141	17	31	67	60	113	429
Itinerant teacher	14	17	55	13	14	12	125
Resource room	118	44	118	35	61	19	395
Part-time special class	37	1	16	5	14	30	103
Full-time special class	247	9	27	38	8	83	412
Special school	77	3	7	10	1	116	214
Developmental Centre	14	—	1	—	—	153	168
Special boarding school	11	—	—	—	—	3	14
Homebound instruction	1	—	1	1	12	1	16
Other	5	5	4	5	3	12	34
Sub-total	665	99	271	194	178	543	1,950
Severely learning disabled							5,613
Severely socially, emotionally or behaviourally disabled							578
Total							8,141

TMR: Trainable Mentally Retarded; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopaedically Handicapped; CHI: Chronic Health Impaired; MH: Multiple Handicapped.

Table 23
Summary of northern training programs delivered by Northlands Career College, 1988-89

Course	Programs	Enrolment	Student training days	Direct cost
Adult basic education				
Grade 1-10	2	28	4,340	$ 77,123
Grade 8-10	8	69	10,005	218,601
Grade 8-11	1	8	159	25,779
Grade 8-12	2	22	3,718	84,158
Grade 11-12	4	35	5,349	143,353
Grade 12	1	5	775	38,934
Both ways education workshop	1	—	—	6,783
Learning centres	15	—	—	332,272
Life skills	2	27	1,306	21,601
Pre-trades	1	13	754	25,997
Total	37	207	26,406	$974,601

Table 23 continued
Summary of northern training programs delivered by Northlands Career College, 1988-89

Course	Programs	Enrolment	Student training days	Direct cost
Skill training				
Aquaculture net repair	1	—	—	$ 2,924
Basic computer	1	12	240	7,180
Business management	1	12	924	16,357
Community development	1	8	1,120	12,401
Day care orientation	1	—	—	3,118
Early childhood development	1	—	—	2,387
First aid/preventative health care	1	—	—	2,047
Masonry and concrete construction	1	—	—	19,334
Skill enhancement and trades training	1	10	1,150	27,217
Trapper training	1	8	208	13,756
Trappers Association seminar	1	—	—	7,746
Underground mining employment orientation	1	—	—	4,721
Total	12	50	3,642	$119,188

Table 24
Northern occupational training programs, 1988-89

Program	People trained
Native Career Development Program	379
Northern Economic Development Subsidiary Agreement	93
Opportunities '88	41
Special Agriculture and Rural Development Agreement	16
Total	529

Table 25
Funding for northern training programs, 1988-89

Adult Basic Education	$ 974,601
Skill training	119,188
Northern Training Program allowances	136,331
Sponsored program support	123,500
Buffalo Narrows operating	553,448
Other programs — design and development costs	476,592
Total	$2,383,660

Statistics

Table 26
Non-status Indian and Metis (NSIM) program — budget expenditures, 1988-89

Training institution	Program and allowances	Program support	Total
Carlton Trail Regional College	$65,551	$18,541	$84,093
Cumberland Regional College	297,383	29,970	327,353
Cypress Hills Regional College	28,677	12,532	41,209
Lakeland College	102,548	17,932	120,480
North West Regional College	884,237	86,062	970,299
Parkland Regional College	367,048	54,352	421,400
Prairie West Regional College	124,943	8,415	133,358
Southeast Regional College	238,457	25,609	264,066
SIAST — Kelsey Campus	390,546	60,450	450,996
SIAST — Palliser Campus	105,638	30,858	136,496
SIAST — Wascana Campus	435,791	75,356	511,146
SIAST — Woodland Campus	940,696	24,812	965,508
Total	$3,981,515	$444,889	$4,426,404

The NSIM budget for 1988-89 was $4,422,900.

Table 27
Correspondence School — high school enrolment, 1988-89

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Adults	109	329	443	1,131	2,012
School age	543	1,671	1,239	1,349	4,802
Total Students	652	2,000	1,682	2,480	6,814
Type A service	974	3,047	2,642	3,612	10,275
Type B service	426	226	225	783	1,660
Total (A and B)	1,400	3,273	2,867	4,395	11,935

Type A service refers to the number of students registered for full instruction. Line 4 above displays the total number of courses for which these students were enrolled.
Type B service refers to the number of correspondence courses purchased by teachers, school boards and regional colleges for use as teaching aids and for students taught in local schools with the aid of correspondence courses.

Statistics

Table 28
Certification, College of Education students, 1988-1989

Certificates	Number issued
Standard "A"	7
Standard "B"	0
Professional "A"	707
Professional "B"	2
Vocational	10
Technical	1
Total	727
Probationary Certificates as of May 10, 1989 (substitutes = 158)	201

Table 29
Primary and secondary teaching staff, 1983-89

Year	Teachers	Net increase or decrease
1983-84	11,999	+31
1984-85	12,078	+79
1985-86	12,077	-1
1986-87	12,557	+480
1987-88	12,353	-204
1988-89	12,378	+25

Since 1985, teachers employed by the Lloydminster School Division and Lloydminster Roman Catholic Separate School Division have been prorated to the proportion that Saskatchewan students represent of total enrolment in Lloydminster school divisions. These figures include central office professional staff, superintendents, directors and consultants, but not Department of National Defence and government-aided schools.

The 1988-89 total includes 1,427 part time and 148 out-of-scope staff.

Table 30
Primary and secondary teachers employed, 1988-89

Class	Rural divisions	Village and town divisions	City divisions	Northern divisions	Total
VI	193	11	590	9	803
V	1,143	58	1,558	68	2,827
IV	3,405	163	3,249	181	6,998
III	424	30	292	52	798
II	489	34	243	4	770
I	10	1	5	2	18
C	16	0	0	0	16
Other	83	3	58	4	148
Total	5,763	300	5,995	320	12,378

Statistics

Table 31
Primary and secondary teachers' average salaries, 1983-89

Year	Salary grid	Average salary ($)
1983-84	1984	33,198
1984-85	1985	33,675
1985-86	1986	34,988
1986-87	1986	35,075
1987-88	1986	35,411
1988-89	1987	36,474

Table 32
Primary and secondary teachers' average salaries, 1988-89

Class	Rural divisions	Town and village divisions	City divisions	Northern divisions	Total average
VI	$43,844	$43,243	$44,214	$43,243	$44,101
V	38,733	39,987	39,923	38,111	39,395
IV	35,630	35,367	36,412	33,552	35,925
III	30,008	29,736	29,036	27,317	29,447
II	27,148	26,697	26,910	27,495	27,056
I	25,230	0	22,269	18,785	23,249
C	18,785	0	0	0	18,785
Total Average	$35,552	$35,375	$37,572	$33,599	$36,474

Table 33
Primary and secondary teachers — percentage distribution by classification, 1988-89

Classification	Percentage
VI	6.49
V	22.84
IV	56.54
III	6.45
II	6.22
I	0.15
C	0.13
Other	1.20

Table 34
Capital projects approved, 1988-89

Roof repairs	$ 3,407,584
Unfixed furniture, equipment, land and external works	3,972,281
Major renovations	30,383,004
New construction	10,227,313
Total estimated cost (including fees)	$47,962,269

Statistics

Table 35
Grants to primary and secondary schools, 1983-89

Grants to schools	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89
Operating	$333,949,960	$349,432,069	$328,347,200	$332,166,620	$330,228,500	$336,831,400
Building and repairs	8,789,999	11,985,260	12,259,700	0	0	0
Long-term debt and capital downpayment	0	0	56,301,470	58,438,910	62,000,000	63,513,500
Education development fund	0	0	6,700,000	26,200,000	13,750,000	13,750,000
Total	$342,739,959	$361,417,329	$403,608,370	$416,805,530	$405,978,500	$414,094,900

Prior to 1985-86, long-term debt and capital downpayments were included in operating.
Starting in 1986-87, building and repairs were paid by the Saskatchewan Property Management Corporation.

Table 36
1988 revenue fund receipts and disbursements for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Revenue					
Net proceeds of taxes and grants in lieu of taxes	$2,861,516	$7,531,617	$198,189,151	$177,949,295	$386,531,579
Provincial grants	24,137,355	10,123,861	165,547,657	210,538,068	410,346,941
Tuition fees	2,797,637	1,648,448	31,711,032	12,397,606	48,554,723
Other educational services	0	0	1,176,258	0	1,176,258
Ancillary services	683,457	9,780	2,020,870	796,197	3,510,304
Miscellaneous revenue	927,679	369,835	7,969,468	4,221,067	13,488,049
Total revenues	$31,407,644	$19,683,541	$406,614,436	$405,902,233	$863,607,854
Expenditures					
Administration	$1,616,194	$665,470	$8,945,458	$11,302,090	$22,529,212
Instruction	15,641,493	12,177,983	279,535,463	244,155,917	551,470,856
Plant operation and maintenance	5,137,812	1,591,845	50,731,258	36,205,724	93,666,639
Payments to other divisions	2,677,135	1,721,998	16,029,742	14,983,267	35,412,142
Conveyance and related services	764,511	1,106,982	7,355,344	51,872,221	61,099,058
Ancillary services	1,004,089	2,122	2,298,579	322,781	3,627,571
Annual debt charges	2,313,189	1,302,303	28,151,693	32,230,851	63,998,036
Contributions to capital	418,075	193,336	4,216,759	3,346,100	8,174,270
Reserves	796,997	147,235	2,942,520	3,627,473	7,514,225
Other educational services	0	0	1,378,000	30,512	1,408,512
Special projects	678,896	501,242	7,049,368	9,390,737	17,620,243
Total expenditures	$31,048,391	$19,410,516	$408,634,184	$407,427,673	$866,520,764

Statistics

Table 37
1988 statement of assets and liabilities for all primary and secondary schools under the administration of Saskatchewan Education

	Northern divisions	Town and village divisions	City divisions	Rural divisions	Total
Capital assets					
Land, buildings and equipment	$24,375,212	$23,945,939	$509,367,655	$534,096,836	$1,091,785,642
Other capital assets	8,275,286	1,197,187	18,986,865	20,693,170	49,152,508
Revenue assets					
Cash on hand and in bank	9,170,091	3,144,618	8,569,491	31,594,319	52,478,519
Due from taxes	1,326,115	1,161,828	11,438,782	34,056,778	47,983,503
Due from grants	135,270	157,058	2,590,470	4,920,154	7,802,952
Accounts receivable	177,842	258,355	6,490,050	3,638,338	10,564,585
Other assets	449,932	641,433	42,490,038	4,354,659	47,936,062
Total assets	$43,909,748	$30,506,418	$599,933,351	$633,354,254	$1,307,703,771
Capital liabilities					
Debentures not due	$10,623,260	$4,691,496	$113,412,639	$98,288,356	$227,015,751
Other capital liabilities	5,665,570	459,809	12,555,726	13,271,721	31,952,826
Revenue liabilities					
Bank overdraft and loans	0	115,359	4,947,019	10,831,953	15,894,331
Deferred teachers salaries	28,724	214,403	2,468,375	5,037,172	7,748,674
Accounts payable	698,123	469,349	8,593,269	5,374,611	15,135,352
Debentures overdue	263,800	17,480	352,736	954,255	1,588,271
Other revenue liabilities	6,146,321	579,668	14,978,532	15,524,717	37,229,238
Total liabilities	$23,425,798	$6,547,564	$157,308,296	$149,282,785	$336,564,443
Debentures registered in 1987-88					$33,013,000

Table 38
Board of education operating expenditures, 1987-88

	1987	1988	($ millions) increase	% increase
Gross expenditure	841.4	866.5	25.1	3.0
Exclude payments to other divisions	806.3	831.1	24.8	3.1

The following is a comparison of some expenditure categories:

	1987	1988	($ millions) increase	% increase
Instruction	528.4	551.5	23.1	4.4
Plant operation and maintenance	90.2	93.7	3.5	3.9
Administration	20.9	22.5	1.6	7.7
Conveyance and related services	60.2	61.1	0.9	1.5

Statistics

Table 39
Interlibrary loans, 1987-89

	1987-88	1988-89
Total author/title requests received	73,461	68,152
• Requests from public libraries	62,038	57,906
• Requests from government special libraries	9,351	8,269
• Requests from out-of-province	2,026	1,977
• Requests filled by Provincial Library	17,592	19,287
• Requests filled in-province	62,326	56,373
• Requests sent out-of-province	11,135	11,779

Table 40
Library circulation, 1987-89

	1987-88	1988-89
Total circulation	170,871	151,224
• Large print	35,538	34,793
• Multilingual	39,558	36,690
• Northern collection	10,172	10,948
• Library Science books	1,093	898
• Last copy	597	332
• Talking books (includes all A/V)	4,514	5,494
• Photocopy requests	3,055	4,408
Reserves	1,780	1,470
Renewals	15,479	18,168

Table 41
Subject requests, 1987-89

	1987-88	1988-89
Total subject requests	12,107	9,357
• Reference questions	10,281	7,718
• Computer searches — total	1,201	889
• Public libraries	828	592
• Saskatchewan government	226	230
• Others	147	67

Table 42
Library cataloguing, 1987-89

	1987-88	1988-89
Requests for cataloguing	53,883	37,346
Provincial Library		
New titles catalogued	5,537	6,275
Total books and audio/visual added to collection	6,341	8,952
Regional Libraries		
New titles	13,981	13,734
Titles re-accessed for location additions	17,032	11,878
Saskatoon Public Library*		
New titles catalogued	8,738	8,809
Regina Public Library*		
New titles catalogued	12,562	13,677
Northern Libraries		
New titles catalogued	7,589	3,623

*Cataloguing input locally using the Cataloguing Support System. Statistics on titles re-accessed for location additions not available.

Table 43
Automated cataloguing costs, 1988-89

Library	Titles	Processing and communications	Cost per title	Product cost	Total cost
Provincial Library*	6,275	$29,770	$4.74	$ 1,234	$ 32,438
Regional Libraries	13,734	59,749	4.35	24,720	84,479
Saskatoon Public Library**	8,809	51,284	5.82		51,284
Regina Public Library**	13,677	56,775	4.15		56,775
Total amount paid by Provincial Library					$224,976

*Provincial Library cost includes interlibrary loan location searching.
**Municipal libraries input titles locally and pay for products directly.